

Educational Supplement

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Council throws out rubbish tip complaints

by Nick Wood

A primary school has been told it will have to live with a rubbish tip on its doorstep. Despite strong complaints about the tip, on farmland adjoining the 200-acre Rushcroft School near Oldham in Lancashire, Greater Manchester Council has said it can remain in use. Earlier, the school's governors had asked Oldham education authority that rubbish dumped by Mr Jack Lamb, the farmer, was making life at the school a misery. Since last October when tipping

began, the school had been plagued by flies, a flood allegedly caused by rubbish blocking a drain, flocks of seagulls, waste paper and polythene bags blowing across the playground and sickening smells, they said.

Mr Denys Prince, the headmaster, said that part of the tip came to within 30 metres of the school fence. The main difficulty was that the tip was under the jurisdiction of Greater Manchester Council, not the local authority, he added.

Mr Terry Rees, a local councillor, has accused the education authority of being "amazingly lackadaisical" in its response to the problem. But this was denied by Ellen Brerley, education committee chairman, who told councillors that there had been close liaison between Oldham and Manchester over the tip.

The council had told the farmer that he had to comply with the terms of his tipping licence. This he had done and tipping would be allowed to continue.

The flies had never constituted a health hazard, she added.

Mr Lamb said it was "nonsense" to suggest the tip was responsible for the flies and flood, which, he said, came after heavy rain. There was "nothing obnoxious" about the material dumped - building rubble, hardboard and paper. Only some onion skins, tipped once a week, might cause offence.

Mr Lamb added that he hoped to have the tip filled in and grassed over by June.

NUT will oppose city bankruptcy threat

by David Lister

Liverpool's Labour council could forfeit the support of the city's teachers if it does not make firm plans to avoid bankruptcy when it meets to consider a budget again on April 25.

Mr Jim Ferguson, NUT local secretary, said this week: "A number of unions would be extremely concerned, because of the horrendous implications for their members, if the council knowingly went into bankruptcy."

The city's NUT committee meets on Monday and looks certain to recommend the highly influential joint union committee of all public sector workers to advise the council to avoid bankruptcy at all costs.

The council's Labour leadership would be very reluctant to go against advice from the joint union committee. However, finance chairman Mr Tony Byrne told the TES this week that the Labour group's policy had not changed and it would not be voting for any budget that included cuts in jobs or services.

He also said that even if a budget was passed by a coalition of Liberals, Tories and Labour defectors, the ruling Labour group would still refuse to implement the cuts. The group is clearly looking to the May elections in the city to give them an even firmer mandate for their stand.

Mr Byrne added: "The Labour council has never sought to go bankrupt". This threat, he said, resulted from the action of central government in reducing grants.

The NUT committee, which is as opposed to cuts in jobs and services as the authority, has clearly been impressed by the fact that its members did not follow the committee's recommendation to support the day of action recently, and the committee is now keen for Liverpool to present a legal budget.

If this includes cuts in jobs and services, as it surely will, then the NUT will mount a traditional fight against job cuts, hoping that it will be seen as a fight not against the council but the Government for cutting back on the grant given to the city.

A radical agreement on the staffing of Liverpool's secondary schools has been reached between teachers' leaders and city councillors - which will be implemented by September if Sir Keith Joseph, Education Secretary, gives the go ahead to the council's reorganization scheme, Richard Garner writes.

Under the deal, negotiated between members of the National Union of Teachers and Labour leaders, each of the city's 17 new slimmed down comprehensive schools would be given at least four scale 3 posts.

The four special posts would be: a co-ordinator of equal opportunities, a race relations co-ordinator, a co-ordinator to implement the 1981 Education Act and a co-ordinator in charge of encouraging parental support.

Pay deadlock jeopardizes restructuring

by Richard Garner

The collapse of talks over this year's pay claim for teachers puts a serious question mark over the future of a long-term salary restructuring deal.

Employers' leaders say that it is unlikely that Sir Keith Joseph, the Education Secretary, and the Cabinet will sanction the extra cash to finance the deal if it comes in the wake of serious disruption to schools over this year's claim.

Ironically, the threat to the long-term deal comes only days after the first full meeting of the restructuring working party made substantial progress towards ironing out some of the thornier problems - such as assessment of teachers moving from a newly created entry grade for the profession to the main professional grade.

But after nine hours of talks on this year's pay claim, the employers' side still refused to budge from their initial offer of a 3 per cent pay increase - and refused a request from the teachers' side to submit their claim for a substantial rise to arbitration.

However, in private, behind-the-scenes negotiations, the employers did talk of being willing to increase their offer to 3.45 per cent or 4 per cent - but his idea failed to impress teachers' leaders since their Scottish counterparts and council manual workers have already been offered 4.5 per cent, and average pay settlements are running at 3 per cent.

At one stage, it looked as though the two sides were only a whisker away from going to arbitration - as the employers, again privately, indicated they might be prepared to agree to that. The teachers put a realistic figure on their pay claim. In the end, the teachers' side suggested 12.5 per cent - which was reckoned a non-starter by members of the management panel, who felt that around 7.5 per cent would be a more reasonable claim on which to go to arbitration.

In the end, all these private discussions were of no avail - and the full Burnham committee, which negotiates teachers' pay, was left with a formal offer of 3 per cent and a claim for a substantial rise... and deadlock.

Both the main teachers' unions, the National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers, immediately gave a warning that the employers' refusal to budge from 3 per cent would mean industrial action in schools.

In some areas - London, Isle of Wight and Leeds - NASUWT members began a withdrawal of goodwill and a ban on lunchtime supervision on Wednesday. The union's executive, which was meeting yesterday, was expected to instruct its 119,000 members throughout the country to start such a ban next Monday, and to prepare for strike action. Some members picketed Tuesday's pay talks.

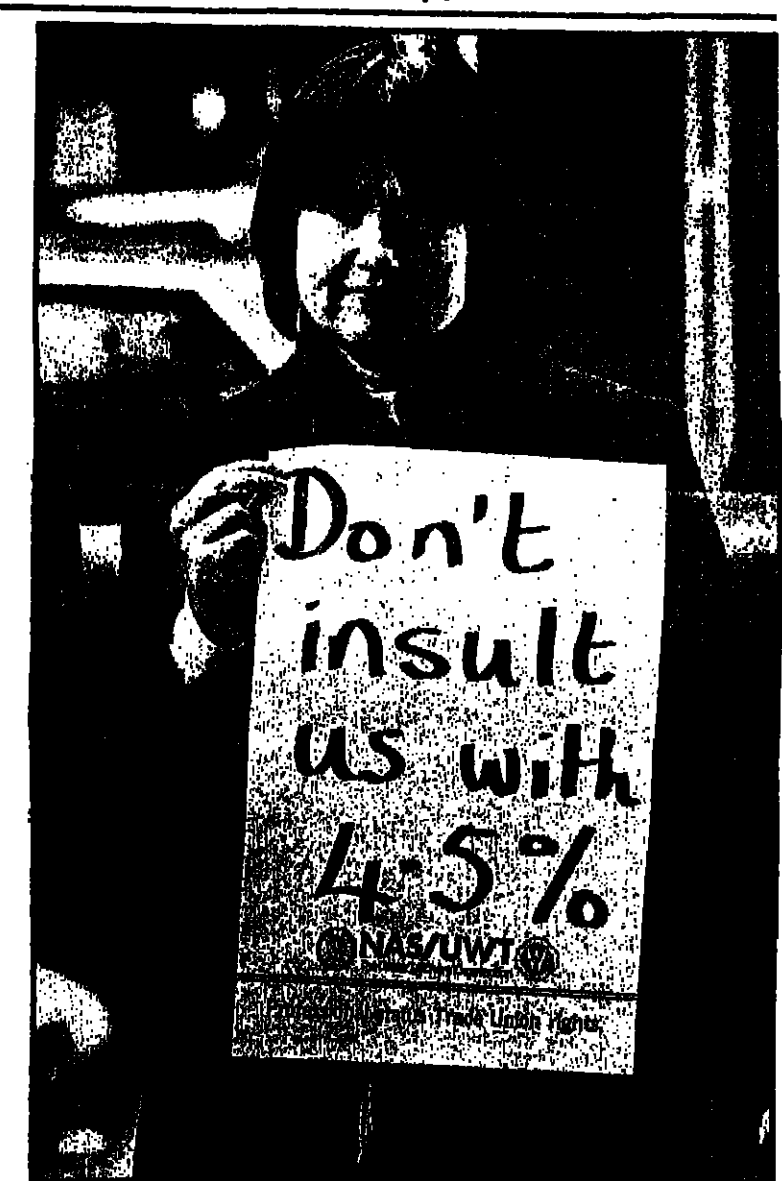
Leaders of the NUT held an emergency meeting on Tuesday night and registered their "disgust" at the pay offer - and decided to prepare a programme of industrial action which would be put to the union's annual conference in Blackpool this Easter.

Mr Doug McAvoy, acting general secretary of the NUT and leader of the teachers' side during the negotiations, said: "Clearly, the action has to be sufficient to persuade the employers to either increase the offer or go to arbitration."

"It would therefore be likely to be much more than a withdrawal of goodwill - although that may well be included. It is more likely to be a refusal to cover for absent colleagues - the effect of which will be that some children are sent home."

"It is quite likely to include strike action, too."

Mr Philip Merridale, leader of the management side and chairman of



Picket duty outside the pay talks before they collapsed.

Hampshire County Council's education committee, said that any prolonged disruption was bound to affect the structure talks, since chief education officers who would have been negotiating with the teachers would have to spend their time in their authorities tackling day-to-day problems.

However, he emphasized that he was personally committed to the success of the structure talks.

Mr McAvoy said that the teachers' side, too, was committed to the success of the structure talks, and added that any weakening of interest shown by the management as a result of the pay

talks breakdown would prove that their interest had been "merely a camouflage".

Meanwhile, management and unions have agreed to set up a series of special study groups to look at different aspects of the salary structure following the first full meeting of the structure working party since before Christmas.

The two sides, meeting last Friday, decided that the full working party should meet once every three weeks with a view to reaching agreement on a package to put before the Cabinet for extra finance by mid-summer.

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Power politics

An inter-departmental skirmish is taking place over engineering graduates.

Trial heads

Sir Keith goes ahead with proposals for a probationary period for heads.

Subtraction

Maths as a separate subject should be scrapped in infant classes, new research recommends.

Platform

Bob Morris inspects the HMI report on part-time release for 16 to 19-year-olds and Michael Church criticizes the Arts Council's new financial policy.

Disturbing increase

How some primary schools cope with growing numbers of aggressive and difficult children.

Arts/Books

An appreciation of Sir John Gielgud; Henry Myric Hughes on state arts patronage; Christopher Price on the pharmaceutical industry; Harry Judge on structuralism and education.

Software/Media

Carolyn O'Grady on the Open University's new LOGO and educational software course; Jacquetta McGarry reviews EDFA, a Teletext program; David Self reviews Penguin's new Shakespeare programs.

EXTRA

History: Including John Robottom on Sir Keith Joseph's views of history teaching, Robert Unwin on future possibilities and constraints, Vienne Little on imaginative writing, Eric Simpson on the Scottish dimension.

How many and where from?

The clash between the Department of Education and Science and the Department of Trade and Industry over the future demand for engineering graduates (page 3) raises important questions about the number of engineering and technology places which should be provided in higher education and how they should be filled. It also calls for clear thinking about the methods of manipulating both supply and demand which are thought to be appropriate to a government which eschews state dirigisme and believes in the market.

As to the number of engineers to be educated, what is at issue is the speed and the extent of the switch from arts and social science, to science and technology. The DES argues that a 50 per cent increase in the output of engineers in the 10 years from 1978-79 to 1987-88 followed by a small added increase to 16,000 by 1990, is as much as can be contrived, and enough to meet the demands of the employment market. The DTI, on the other hand, wants to saturate the market with a 25 per cent increase in the target figure.

It is inevitable that the DTI should look at the matter from the point of view of the industrial and commercial employer and favour creating a buyers' market for engineers - the more the merrier. It backs this up with comparisons which show how far Britain lags behind Germany (and, of course, Japan) in the production of engineers. Equally inevitably, the

DES is more cautious about the speed with which the "switch" can be engineered. To turn more university places over to engineering costs money, and many of those who might have staffed expanded engineering departments took early retirement after the 1981 cuts. Moreover, there is no point in providing more places if the candidates are not forthcoming to fill them. The lead-time is longer than DTI supposes.

This brings the Manpower Services Commission into the argument. Manpower forecasting is one of its responsibilities; anticipating and avoiding specific skill shortages is another. It is common ground that large-scale manpower planning would be a recipe for disaster for higher education, but this doesn't rule out intervention in respect of specific professional requirements. David Young, the MSC chairman, is said to be particularly worried about the supply of electronic engineers. As a true-blue market man he would, no doubt, prefer to stand back and let employers signal their requirements through the salaries they offer to new recruits. But long before the lead-time had elapsed, industrial opportunities in rapidly developing technologies and markets would be lost.

This suggests to the MSC the need for more immediate action, which might include conversion courses to turn unwanted civil engineers into, say, computer technologists. Some such courses already exist; and Surrey University has experimented with a

conversion course, end-on to the sixth form, but the demand has been small and the cost high. But in theory, given suitable MSC bribes, more students might be persuaded to make the switch.

The DES (and the Treasury, which is important) are clearly reluctant to see any dramatic new measures across the board, though a few MSC-funded conversion courses would not rock the boat. There is, quite reasonably, a good deal of scepticism about any general claims that there is a shortage of engineers: if there is, it is high time employers began to pay premium salaries to engineers instead of, as now, giving top money to people like accountants. May be there is a need for more people with a background in technology in general management and administration, but this, the DES would argue, demands a long haul, not a sudden sprint.

It would be extremely serious, if the impatience of the DTI and the fidgety zeal of Mr Young were made the excuse for direct intervention in higher education planning which by-passed the University Grants Committee. The case for such intervention in the form of earmarked grants and prescriptive programmes has not yet been made out, though already the Engineering Council has begun to prepare the ground. Of course, the universities and polytechnics would be quick to take the money, but the consequences could be far-reaching and dangerous.

COMMENT

Putting heads on the block

Like his friends at the Manpower Services Commission, Sir Keith Joseph is single-minded about pursuing the course of action he expects to get results, and grows increasingly impatient with the time-consuming processes of the education service.

Thus, having decided that "the headteacher is the nearest thing we have to a magic wand in connection with schools", as he told the Commons on Tuesday, he has determined to seek instant quality by using powers to introduce a probationary period for newly appointed head teachers.

The Secretary of State's consultative document on the subject was introduced this week (page 6), with the proposals in it considerably sharpened up since he first floated the idea a few weeks ago - in the face of a grey wall of disapproval - at a meeting of local authority and teacher associations called to discuss better selection methods for heads.

Though the new paper brushes aside many of the objections raised then, Sir Keith does take on board the point that a probationary period would in any case have to be set into a context of assessment, induction and support arrangements which should ideally be in place for the whole teaching profession - and that encouraging talks are already moving in that direction.

But he goes on briskly to make it clear that he is not prepared to wait hopefully for these negotiations to succeed, and further suggests that, if i.e.s. are actually faced with having to operate a probationary machinery for heads, it might well concentrate their minds on assessment arrangements generally.

That may well be true, though (like the negative note he struck at the discussions on better selection methods) it looks like another vote of no confidence in the talks on restructuring the teaching service, which had seemed (page 1) to be building their way towards a June agreement.

Perhaps Sir Keith Joseph knows something that the teachers and employers don't, about his chance of screwing the extra money out of the



Cabinet to finance restructuring and assessment in time for the next RSG settlement. He will certainly have had any doubts confirmed by Tuesday's failure of the Burnham negotiators to reach a pay deal, which looks suspiciously like bad negotiating. It may still be possible to get the talks back on the rails, but the threat of industrial action is especially depressing in view of its likely effect on the restructuring talks.

In all these circumstances, local authority officials will obviously not welcome the extra burden Sir Keith proposes: having done his bit, he expects them to devise their own probationary machinery bringing in any governors and advisers as well as officials to sit in judgment on fledgling heads. No doubt the authorities and the teachers' unions will balk, but it looks as if it will take more than complaints that it won't work to put him off now.

DTI backs a good idea

First it was computers. Now, hand in hand with the Manpower Services Commission, it's in-service training and curriculum and resource development for design and technology (page 5). The Department of Trade and Industry's buccannery interventions in schooling continue.

But it would be carping to complain.

The Bedfordshire technology buses were a brilliantly simple and original idea and, resourced, area of the curriculum. It is both obvious and intelligent for government departments to step in with cash for further development and dissemination. Perhaps, now that the Education Grants Act is all but through, the DES can begin to show similarly decisive support that can help to spread good local practice.

One reason the DTI backed British School Technology was a belief in its export potential. The hope is that the project can become self-supporting and productive. Meanwhile, back at the DES, the Microelectronics Education Programme has been trying for 14 months to get support for a commercial wing to market its materials and expertise abroad.

The demand is clear, from international conferences and exhibitions and streams of visitors from abroad. Perhaps the DTI should intervene again.

Tongue-tied Sir Keith

What's this? The Education Secretary making it plain that schools cannot "offer mother tongue tuition to pupils 'as of right'" (TES, March 30). European law says just the opposite: that children do have that right, and that the Governments in The Ten must

ensure that they provide it. Surely, as the saying goes, some mistake.

Well, no. Despite a recent Brussels report showing that Britain pays less attention than any other EEC country to the linguistic needs of its ethnic minority pupils, and despite a threat of legal action from the European Commission over failure to implement the July 1981 directive on "the education of migrant workers' children," Sir Keith seems to have set his face firmly against paying even lip service to the notion that schools in this country could possibly cater for the hundred-plus languages spoken by their pupils.

Only in areas "where a single mother-tongue other than English is spoken by substantial numbers" could "some provision" be made he told a conference last week.

Everyone recognizes that it would be daft for a London secondary school to be forced to provide on-site tuition for every individual speaker of the 30 or 40 languages which may be represented, or for London as a whole to guarantee mother tongue teaching in all the 147 linguistic groups spread through the capital's schools. But it remains a fact that Britain has a dire and dismal record in moving even towards the spirit of the 1981 directive. Only 2.2 per cent of its children from non-English speaking backgrounds are getting mother tongue teaching compared with, for example, 80 per cent of non-Dutch-speaking primary school-children in Holland and many in this tiny proportion are getting it through voluntary and community agencies without proper government support.

Rather than waste words saying what schools cannot and will not do in this area, Sir Keith should address himself more closely to the art of the possible - how, where and in what form mother tongue teaching can speedily be provided for those hundreds of thousands of children who are still waiting to feel the benefits of Europe's now nearly three-years-old ruling.

Michael Duffy

no comment

"Please write to me if you think he is playing truant; only phone me at work if you think it is important. . . . From a parent's letter to a Kent School."

Second opinion

Two years is a long time at 14

The Hargreaves report has brought the great curriculum debate down to earth. Hitherto the argument has been about principles, and has barely touched the schools as they struggle to reconcile the classic polarities of breadth and depth, universality and differentiation. HMI's "areas of experience", for example, always looked more like a rationalization of the status quo than a blueprint for change, and there was a comforting familiarity about the common core plus options.

The argument was being dictated by its premises - and the first premise, the great unspoken assumption, was that the curriculum in years four and five had to consist of eight or nine "subjects" taught in isolation from each other over a two-year period and then publicly examined - a framework of extraordinary rigidity.

Now Hargreaves and his colleagues have looked hard at a sample of Inner London Education Authority schools (they could with equal profit have looked elsewhere) and have exposed the paradox that is at the centre of the schools' dilemma. They found a hint of good practice: good teaching, sensitive and effective procedures, often good results, even adequate resources. Yet the general perception in the authority was that both the schools and their pupils were under-achieving.

What is it that turns pupils off? The report makes some sensible suggestions which most teachers will support. But the crucial factor, it says, is that examination courses have to last for two years. "Two years seems an exceptionally long time to a 14-year-old."

So Hargreaves makes, with elegant simplicity, his central recommendation. The curriculum in the last two years of compulsory education should be so constructed that individual units of study (not "subjects", note) should last for no more than half a term.

This is not as radical as it sounds. There is, after all, considerable experience to draw upon. BEC general and C and G 365 have made us familiar with modular syllabuses and many schools have borrowed the principle in personal education courses.

Modular courses have clear assessment objectives and offer, as Hargreaves says, both the possibility of pupil participation in the assessment process and unit credits to set against the school-leaving examination. Best of all, they offer the prospect of genuine, unrestricted choice.

True, some time-hallowed assumptions about school organization would have to be reviewed. If, for example, the fourth and fifth years were time-tabled together, it would be possible to determine the balance between breadth and depth by reference to the needs of the individual pupil. The core would be prescribed (in terms of subject area, not necessarily of standard) but outside the core a range of elective units (some sequential, others free-standing) would cater more fully than now for the width of interest and ability in our schools. Choice would be preserved, without the agonies of finality, and the list of units that the pupil had completed would define far better than now the content of the curriculum experienced.

Sir Keith Joseph, the Education Secretary, recently complained about "clutter" - which is, of course, what happens when two-year courses are padded out to fit the procurement examinations bed - and decreed four principles of curriculum reform: breadth, balance, differentiation, and a respect for capability. The new chief inspector of the ILEA has shown how principles can, at last, become practice. It is an intriguing scenario.

Michael Duffy

Michael Duffy is head of King Edward VI School, Morpeth, Northumberland.

NEWS

Schools coping well despite cutbacks, HMI concludes

by Nick Wood

Schools are shaping up well to the difficulties posed by growing shortages of books and equipment and buildings that are often draft and poorly maintained, a new review from Her Majesty's Inspectorate says.

The review, a distillation of 106 HMI reports on schools and other institutions published in the first half of last year, finds much to praise at both primary and secondary level.

Children in primary schools are "polite and friendly" and their teachers "work hard and show care and concern for their pupils". Secondary schools are "operating efficiently and satisfactorily" and most of those inspected are "happy and thriving institutions".

The Inspectors direct their concern at three areas: teaching methods, resources and the growing need to retain the enthusiasm of teachers whose careers are at risk of stagnating.

The Inspectors say the quality of classroom teaching is very variable. "At its best it has a sense of purpose and cooperation, pupils have a feeling

of responsibility for their own learning and both the less and the more able are encouraged to achieve the maximum potential.

"Written work is usually well presented and marking is conscientious and helpful. Teacher/pupil relationships are nearly always commended."

But there is a bleaker aspect to the picture. Too many schools "sponge-feed" pupils, particularly sixth-formers working in small groups.

"There is too much teacher direction and not enough involvement of pupils in their learning, and pupils at all levels of ability are not being sufficiently challenged."

Nevertheless, every school visited, no matter how bad, has pockets of excellence.

Primary schools generally have an up-to-date policy for teaching language and number but other curriculum areas are being neglected, the Inspectors say.

At the secondary level, resources are "fully or even over-stretched" and

there is a "particular shortage of text and library books in many schools".

Schools have responded by making the best of a bad job. "Most schools have managed fairly well so far, making good use of parental help and the ingenuity of staff and technicians, but the overall picture is one of gradual deterioration with a few bright but many black spots," the review says.

The Inspectors say in-service training is vital if teachers are to retain their zest and ability to respond to new demands.

They also note a "severe shortage" of women in senior posts in many secondary schools. Male heads of department outnumbered women four to one in two secondary schools the Inspectors visited.

Education Observed. A review of the first six months of published reports by HMI Inspectors. Free from DES Publications Despatch Centre, DES, Honcroft Lane, Stanmore, Middlesex HA7 1AZ.

Technology switch plan for graduates leads to conflict

by Biddy Passmore

An inter-departmental skirmish is taking place over the number of engineering and technology graduates Britain should produce.

The Government has a manifesto commitment to switch more students into engineering and technology but there is disagreement over how big a switch should, or could, be achieved.

Mr Norman Tebbit, Trade and Industry Secretary, and Mr David Young, Manpower Services Commission chairman, are becoming impatient with what they see as complacency in the Department of Education over meeting industry's manpower needs.

They argue that the need to produce more engineers, especially in the field of electronics, is urgent. There is already an acute shortage, they say; if it is allowed to continue, Britain's new technology industries may not take off.

They have called on Sir Keith Joseph for a dramatic increase in the number of graduates in engineering and technology by 1990: 25% more than the planned output in 1986-87. And they say this high figure should be maintained even if student numbers fall by up to a fifth in the early 1990s.

That would bring the numbers up from some 11,500 in the current year to about 19,000 by 1990, of whom between 10,000 and 10,500 would be from universities.

But are also urging more immediate action. They want to see a drive on conversion courses.

The Department of Education, tradi-

tionally sceptical of manpower planning, favours less drastic action. It thinks a total output of some 16,000 graduates (9,000 in universities, 7,000 in the public sector) by the end of the decade is the most the system could manage after the recent rapid increase. And the University Grants Committee shares its scepticism about a too rapid switch.

DES officials stress the long "lead time" required to bring about a major shift in graduate output. It takes nine years, they say, starting with the choice of O level options. Expanding too fast now would mean a drop in the quality of applicants.

Rather unusually, the DES has the Treasury on its side in this debate because the small expansion it favours could be accommodated within current spending plans. A big increase in engineering places would undoubtedly be expensive.

Now officials in the Department of Education and the Department of Trade and Industry are working out the detailed implications of the two options in an exercise known as "The Switch".

Oblique reference to the debate was made by both Sir Keith Joseph and Sir Peter Swinerton-Dyer, UGC, chairman at a higher education conference in Cambridge last week (see page 8).

Both stressed the importance of industry getting the message across to schools that there were lots of well-paid jobs in engineering and technology.

Drop-in centre may breach Burnham

by Hilary Wilce

A Lancashire college is recruiting staff to work extended hours at a drop-in training centre in a move that college lecturers fear could pave the way for widespread breaches of agreed conditions of service.

Accrington and Rossendale College, in Accrington, is to set up an Open Tech "practical training facility" to offer local companies the chance to try out a range of micro and to experiment with software.

Under an agreement with the Manpower Services Commission, the facility will be funded for three years and be open for 10 hours a week, 51 weeks a year.

Up to 12 staff are to be recruited, eight of them to Burnham posts. The posts of deputy manager and of training and development officer are already being advertised within Lancashire. Both will be expected to work 46 weeks a year.

A spokesman for the lecturers' union NATFHE said: "They are saying that there is no need for negotiation because no existing members of staff are affected, but we believe any kind of new provision should be based on negotiated agreements."

"We are very suspicious about the whole business because we know simi-

lar things are happening elsewhere. We are seeing the same kind of moves within the Youth Training Scheme."

Mr Michael Austin, principal of the college, denied there had been no negotiations. "We have been talking to local branch officers, and we will be talking it through with regional officials."

"I must stress that these are not lecturing jobs, they are staffing a drop-in centre. No students will be taking courses at the centre, and we are not asking any existing member of staff to change their conditions of service."



Ski change for party booked into tragedy resort

A party of 31 from Loughborough High School, who were booked into Saas Grund, the Swiss ski resort where two British teachers died this week in an avalanche, have been diverted to Morgins, two hours' drive away.

The children were among 14,000 youngsters heading for the slopes this weekend as the ski holiday season moved into one of its peak times.

Mr Peter Hopkins, head of Schools Abroad, who organized the Saas Grund trip for three independent schools, said the Loughborough children's destination had been switched

because the main slope at Saas Grund was out of commission and because staff there were still dealing with the aftermath of the tragedy.

Yesterday, Mr Hopkins flew to Switzerland for the second time since the avalanche struck to review the situation at Saas Grund. Two more schools are due there next Friday.

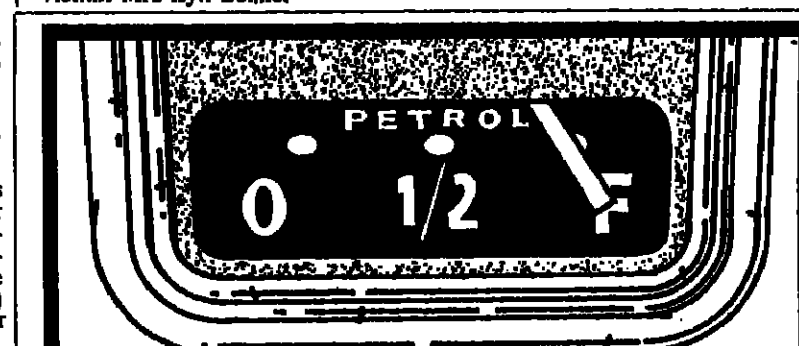
He described the tragedy as a one in a million chance. "We've taken 150,000 children, pupils and teachers skiing since we started in 1972 and it's the first time anyone's seen an avalanche, let alone a death," he said.



Victim Mrs Lyn Bonnet



Victim Miss Karen Money



FROM HERE TO ETERNITY?

Afraid not.

Contrary to popular belief a Citroën 2CV will eventually run out of petrol.

However, for 2CV owners who may have forgotten, the petrol filler cap is located on the driver's side rear wing.



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PLATFORM

The newly-published HMI survey on part-time release for 16-19 year olds confirms that further education colleges are still beset by many of the problems they had in the 1960s. But Bob Morris (below) believes the report does nothing to support the transfer of NAFE funding from local authorities to the Manpower Services Commission.

The hand-cuffs that hamper day release

It is interesting to see how the perceptions of short-termers differ from those of the authors of the works advertised. DES press notice 47/84 puts first in its summary of *Education for Employees*, an HMI survey of part-time release for 16 to 19-year-olds, the exhortation to employers to take more interest in their vocational courses attended by their young workers. HMI, to judge from the concluding chapter of the survey, believes that the pedagogical criticisms come first.

I must say that that is how I read the main text, too. The picture of vocational non-advanced FE took me back more than 15 years, when, as a liberal studies lecturer, I undertook some research on employers' attitudes to my subject (*The Employer and Liberal Studies*, 1971). I found that attitudes were closely aligned with their views of the college and of the vocational courses which liberal studies complemented. But it was not easy to identify who the employers were, that is, which individuals in the employing organizations actually exercised responsibility for the part-time students.

There were certain financial mechanisms which prompted the use of college release by the employer. In some businesses, however, there was close personal contact with the college and a long tradition of releasing successive groups of young workers to its courses; and some employers had direct access as governors, advisory committee members, or in a few cases part-time teachers.

Students accepted with suspicion the presence of something variously called liberal or social or complementary studies in their timetables. At the end of an intensive day of solid and undeniably work-related teaching, an evening session of social studies and English could be hard going for students and teacher.

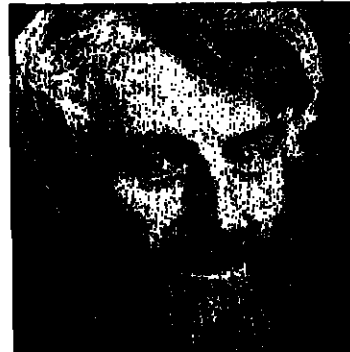
The surroundings, mostly general-purpose classrooms that were adorned, if at all, with visual reminders of fundamental engineering principles or the basics of office machinery, were hardly sympathetic learning environments (though I do not recall that phrase from those days). The part-time students had little contact with

full-timers, had rare occasion to visit the college library, and sometimes used the term "student" as one of abuse.

Enrolments of part-time students were efficient and brisk, the commercial tone of the affair being signalled by the clutter of several cash registers. Course tutors and departmental heads were available for consultation, though most students had little difficulty in selecting an appropriate course. Liberal studies staff were on duty, for the most part in a Butlin Redcoat kind of role, including the unfortunate with special responsibility for the students' union. His task on enrolment evenings was to persuade the sceptical that the modest fee for student union membership was, for all practical purposes, ineluctable.

Technical syllabi were prescribed in some detail, and solecturers' entries of work achieved per session in the course registers could be precise. The liberal studies lecturer was put to some pains to leave a note that honestly recorded what the lesson had been about, without risking denunciation to the head of the vocational department or a newspaper: in the three years of my research I collected some splendid examples of the had press that liberal studies can get including a *Daily Mail* cartoon of a liberal studies timetable - "Sex, dope, betting, VD, soccer, witchcraft, sex" (April 14, 1969).

How little, it seems, have some aspects of NAFE changed. In its account of part-time courses, HMI draws attention to examples of dispiriting accommodation, general and communication studies perceived by the students to be of little relevance, perfunctory advice at enrolment time,



That reminds me of my own enquiry at a single college, which in one year served 188 firms, 112 of which released one employee each. And now recession has affected the market, HMI points to the constraints which inhibit employers and colleges alike from continuing some practical collaboration they had in the past, and to the type of employer who can now be choosier about recruitment and so rationed out the release.

Economic pressures have affected the quality of vocational NAFE also, in the inability of local education authorities to replace or update college equipment. Only full-cost courses, including those run for the Manpower Services Commission, have been buoyant enough to allow adequate resourcing. Technical staffing levels have been reduced, and as a result teachers are having to devote precious time to the maintenance of specialist equipment. "Colleges and I.e.s.s. may wish," says HMI, "to consider what redeployment of staff might be possible to improve the position." A limited possibility, I suspect.

The non-economic logistical difficulties of part-time education remain, too. A fascinating short chapter in the survey deals with progression through, and withdrawal from, courses, though the emphasis is on the withdrawal. In addition to all the usual causes of wastage from any course in essentially voluntary education, vocational NAFE has to contend with the employee turnover in particular industries, and perceived irrelevance of coursework due to technological change.

The picture is a patchy one: good and encouraging examples are also

cited. These include: careful and detailed course planning, well in advance of anticipated need; selectivity in the appointment of teachers, and development of true teamwork; imaginative project work; improvements in the range and quality of student assessment; and communications studies which are closely related to students' and main coursework needs.

The local authority associations have been awaiting the survey with particular interest, as Ministers had suggested that it would give reasons why the *Training for Jobs* White Paper proposes a transfer of finance for some NAFE from local government to MSC's account. What the survey does provide is evidence to back the need for the DES's College-Employer Links Project now being launched in eight I.e.s.s. It is a pity, incidentally, that the arrangements for publishing the work have meant that the results of a survey done between 1980 and the summer of 1982 are only now available. The delay has been compounded by the inability of HMSO to sell copies from stock during the week of official publication.

What the survey does not support, however, is the argument that resources should be disbursed by the MSC rather than the I.e.s.s. The problems which HMI has highlighted are pedagogical, pastoral and local. Despite hopeful words in *Training for Jobs* about taking account of I.e.s.s.' own plans for NAFE and seeking "to maintain reasonable continuity of provision", it is not clear how Ministers intended to improve local responsiveness by further centralization of financial control.

It was authoritatively suggested after the White Paper was presented that the implied criticism of NAFE should be read as a stimulus for both I.e.s.s. and employers. As stimuli go, that is like being clubbed over the head with a bag of carrots.

Bob Morris

Bob Morris is Education Officer of the Association of Metropolitan Authorities. His book *Education for Employees*, published March 1984, HMSO for DES, £2.50.



Principal players in last week's Arts Council production (from left) Sir William Rees-Mogg, chairman, Charles Osborne, literature director, Margharita Laski, vice-chairman, and Luke Rittner, secretary general.

Arts council that went unheeded

Last Friday, while Dr Jonathan Miller and the victims of the Arts Council changes were conducting an angry wake next door, Sir William Rees-Mogg was unveiling the results of his "strategic exercise" in a large room, packed to the ceiling with journalists and television cameramen.

The unprecedented level of public interest matched the importance of the occasion. If the rumoured cuts were inevitably the most dramatic element in the package, two other elements were of at least equal long-term significance: this was the moment when the huge imbalance between London's provision and that of the provinces would be definitively altered, and it was the moment of pivotal change for the Council's internal structure. Moreover, commentators had been suggesting that the strategy would be essentially a political one; and Sir William himself had been hinting that from now on a new relationship might be sought with business sponsors.

In the event, Sir William and his acolytes were both clever in the way

Michael Church adds the debit side of the new policy the Arts Council announced last week.

lucky in the way that package was received by the press. They indeed deserve credit for their determination to redress regional imbalances (though it was inevitable that some regional spokesmen should regard those changes as cosmetic rather than real), and their decision to boost educational schemes is particularly welcome.

Despite protestations by axed clients, it is not possible to discern any party-political rationale behind the cuts, though a case could be made for saying that, in their espousal of the notion that clients should be induced to finance themselves, their new economic thinking squares with that of the present Government.

There is, however, a debit side to the balance sheet, as events in the next few months may well prove. Sir William laid great emphasis at his press conference on the "thoroughness" with

which consultations had been carried out prior to the eventual decisions. Who did he think he was fooling? Not the literature panel, whose unanimous advice had been totally disregarded. Not the drama panel, most of whom resigned last Thursday. Who did he "consult" before putting forward proposals - rejected by the Council as a whole - for jettisoning the Royal Court and giving away the Hayward? (In a notably obtuse piece in last Saturday's *Times*, Mr Bernard Levin suggested that the press furor over the fate of these institutions was based on mere "gossip", as though the great and good Sir William had never entertained for one minute any such preposterous notions.)

The panel system has often been a splendidly effective guarantee of public accountability; the low esteem in which it is now held, however, is

Council depressingly corroborates the implications in the announcement that the system is to be "reviewed".

The Arts Council "has not disbanded its Literature Department", avers Mr Levin. But by cutting the annual allocation by half, by pruning back its functions, and by "devolving (to an uncertain future) schemes like the sensible one for putting writers 'in residence'", the Council has surely paved the way for exactly that. Having had the sense not to enact it in last week's blaze of publicity, Sir William will now be able to carry out this particular reform at leisure, and with a minimum of fuss for the Arts Council, will now consist largely of poetry: a sentimental piece of window-dressing, based on fatuous logic (see page 29 of *The Glory of the Garden*), for a shoddy little sell-out.

Literature, for the Arts Council, will now consist largely of poetry: a sentimental piece of window-dressing, based on fatuous logic (see page 29 of *The Glory of the Garden*), for a shoddy little sell-out.

Michael Church is the Assistant Editor of the *TES*. He resigned from the literature panel of the Arts Council last month.

NEWS

Catching the new technology bus

by Virginia Makins

A significant new initiative in teacher training and curriculum development for school technology is being funded by the Department of Trade and Industry and the Manpower Services Commission.

They are jointly spending £2.5m over three years to disseminate work done in Bedfordshire and at Trent Polytechnic to all local authorities. The Department of Education and Science has given its blessing, but has no financial stake in the project.

British School Technology will operate from two bases. One, alongside Trent Poly's National Centre for Science and Technology, and run by the centre's present director, Mr Geoff Shillito, will organize in-service training.

The other, alongside Bedfordshire Educational Services at Amphil, will be directed by Mr Ron Demey. As the county adviser for design and technology, he has been responsible for the development of Bedfordshire's famous technology buses, which provide well-equipped mobile classrooms

that tour middle and secondary schools, offering both professional resources and teaching for pupils and on-the-spot in-service training for teachers.

The DTI is clearly taken with the mobiles which, it believes, have considerable export potential. The project's in-service training will also be partly based on converted trailer lorries, which will offer four-week intensive in-services courses to teachers.

One is equipped for primary training. The other three will take secondary teachers. Two teachers must be seconded from every school that takes part, one from the science department and the other from craft, design and technology. They work side-by-side in the trailers.

Longer six-week courses will also be run at the Trent base, for teachers and advisers who will then coordinate training and development in their local authorities.

The project teams will also provide technician training and will work on course development. The Bedford-

shire wing will join with industry to develop both mobiles, and other resources for school technology, and provide consultancy services for local authorities.

The DTI hopes that when the government funding ends, the project will be able to operate as an independent self-financing consultancy and development service.

The National Union of Teachers welcomed the development of school curriculum work in technology but has expressed doubts about central funding.

Mr Alan Evans, head of the union's education department, said: "If the Government wishes to create an effective curriculum development scheme for technology, then it should work in partnership with I.e.s.s. and teacher associations to launch a scheme with their support and cooperation. The union is not at present convinced that an independent, self-financing centre is the best way of promoting curriculum development."



Mr Kenneth Baker, Information Technology Minister, with pupils from Queensbury School, Dunstable, at a British Schools Technology conference.

DES outlines proposals for vetting new appointments to top posts

Sir Keith takes further step towards heads' probation

by Hilary Wilce

Four hundred college lecturers in Gwent have been sent letters terminating their existing contracts and offering them less advantageous conditions of service.

The move comes after a decision by the Labour-controlled authority to cut £100,000 from its further education budget, but is being resisted by the National Association of Teachers in Further and Higher Education, which has declared a national dispute over the issue.

Letters have gone out to all lecturers in grades L1 and L2, asking them to accept one or two extra class contact hours a week.

Lecturers in the authority struck for a day at the end of March and are now working to rule. They have been instructed by their union not to sign the new contracts, which would come into force from September.

A spokesman for NATFHE said: "The council has gone on record saying it will sack anyone who refuses to sign." But a spokesman from the authority denied this. "The education committee has not crossed that bridge yet."

Similar attempts to alter staff contracts in Croydon and Manchester failed after vigorous union opposition.

More 'new blood' shared out

A further 350 posts to infuse "new blood" into British universities have been shared out by the University Grants Committee for the next academic year. With the 242 posts allocated last year, this brings the total to 592.

The bulk of the new posts are in medicine (55), engineering (60), physical sciences (35) and biological sciences (40). Social studies get 32, the arts 33 and education (allocated posts for the first time) seven.

Under this special three-year programme, designed to bring young research talents into universities where recruitment is blocked by contraction, universities get an extra £21,000 for each science post and extra £16,000 for each arts post. The age limit is 35.

After London University, whose colleges have been awarded 48 new posts, Leeds has won the largest number next year (20), followed by Birmingham with 17 and Manchester and Newcastle with 15 each. Keele and Stirling have got none. Salford only one and Aston two.

Schools must change their attitudes to commerce, says Rae

by Nick Wood

The public schools got Britain into its current economic mess - it's up to them to get it out of it, Dr John Rae, headmaster of Westminster School, in attitude both much subtler and more insouciant than laying on trips around factories.

Later, Dr Rae disclosed that Westminster would be doing its bit to reverse the tide. From next September, sixth-formers will be able to take a one-year "entrepreneurial studies" course which, according to Dr Rae, is intended to show youngsters that it is both exciting and intellectually stimulating to take the risks needed to become a successful entrepreneur.

The course will be run by Mr Daniel Jeffreys, the school's recently appointed head of economics.

Plans are well advanced for the school to host a debate on economic policy in which the chief protagonists will be Mr Nigel Lawson, the Chancellor, and Mr William Keegan, economics editor of *The Observer* and a fierce critic of monetarism.

Already, Sir Keith Joseph, the Education Secretary, and Mr Samuel Brittan, one of monetarism's chief architects, have addressed the sixth form.

Sir Keith spoke on "animal spirits", words used by Keynes to describe the natural hunger of the entrepreneur which, if allowed to flourish in the right setting, brings prosperity to all.

He is understood to be taking a close interest in the new course. The school has applied to the Secondary Examinations Council for a grant of several thousand pounds to investigate whether Sir Keith's ideas about critical-reference exams can be applied to a course of this type.

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Membership boom follows SHA decision to admit deputies

by Richard Garner

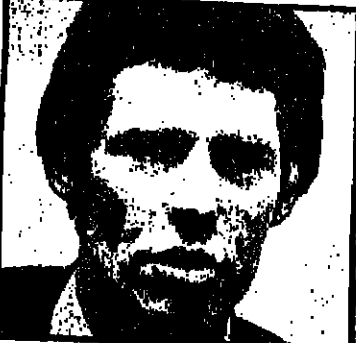
The Secondary Heads Association which begins its annual conference today, has recruited 500 new members over the past three months.

The membership boom is a result of its decision - taken last autumn - to become the first headteachers' union to admit deputy heads. SHA, which now has 3,600 members, has also increased its full headteacher membership by 20 despite school closures and amalgamation.

Under the new constitution of SHA, deputy heads can become full or associate members of the organization, but most of the 500 new recruits have taken out full membership.

The decision to admit deputy heads has been criticized by other teachers' organizations - particularly the Assistant Masters and Mistresses Association which has accused SHA of "poaching" its members.

Mr Peter Snape, general secretary of SHA, said: "Anybody who joined this year probably did have to consider whether they were going to leave another organization and people do tend - quite properly - to have tremendous loyalty to their organizations. We have no means of knowing where our new deputies have come from."



Peter Smith

"We believe that our association will continue to recruit members from teachers who are appointed to deputy headships - and that is where they are likely to come from in future."

Mr Peter Smith, deputy general secretary of the Assistant Masters and Mistresses Association, said he had seen a list of the first 150 deputies to join SHA and, at most, only 35 of them had come from AMMA.

"I would have been very surprised if the number of members we lost had been nil. Having said that, I would have expected SHA to have been at its most successful initially - therefore the smallness of the numbers that have left is reassuring."

SHA members have been warned that the number of headteachers involved in dismissal proceedings has increased recently.

A report of the union's last national council meeting points out that several of the cases had resulted from "extra marital relations" and alleged acts of public indecency (as well as a case of unlawful corporal punishment of girls by a male head).

"Their outcome is a salutary reminder that the general public and employing bodies have higher standards for heads than they do for the general run of employees - and higher standards than that required of MPs," the report comments.

Members have also been advised that parents are becoming "increasingly sensitive and litigious if they consider their children to have been slandered or libelled."

In one case, which is currently before the courts, the parents have alleged that their child has been defamed by being labelled a thief in the school's house assembly - even though the school had fully satisfied itself of the culprit's guilt, the report says.



Dawn Gill, and two Blue Peter images she condemns as negative.

'Negative fund-raising' row imperils two Oxfam jobs

by Hilary Wilce

An Oxfam development education worker was threatened with disciplinary action over her involvement with a journal for geography teachers, and she and a fellow education worker were told to "limit their involvement" with the magazine, after it published critical comments about the children's television programme, *Blue Peter*.

The row blew up when the journal, in its first issue, published an article criticizing the images of the Third World that children receive through television programmes such as *Blue Peter*. Publication coincided with the launch of the latest *Blue Peter* appeal for Oxfam.

Oxfam has now agreed that the two workers can remain on the list of editorial board members as Oxfam workers, provided the journal publishes a disclaimer saying all views expressed in the magazine are personal and do not represent the views of any organization.

The article appeared in *Contemporary Issues in Geography and Education*. It was written by the radical geographer Ms Dawn Gill, and outlined the negative images of the Third World held by third-form pupils in an inner London secondary school.

"When asked where these images (disease, drought, lice, death etc.) came from the class said that *Blue Peter* had many appeals for blankets and water pumps to help people in poor countries," *John Craven's News-*

round often showed pot-bellied children eating rice. TV programmes about war and refugees provided some of the images", it said.

The article, parts of which were published by a national newspaper, prompted a furious reaction from Mr Edward Barnes, head of BBC children's television programmes, who dismissed it as "purely Marxist propaganda", although he later published a letter in the TV trade journal, *Broadcast*, admitting this was "an overstatement".

Oxfam, which was poised to launch, with *Blue Peter*, a "Weatherbeater" appeal to raise funds for poor countries hit by freak drought and floods reacted angrily to having two of its development workers, Ms Anne Simpson and Mr Don Harrison, named on the journal's editorial board as Oxfam workers.

Both were asked to drop their Oxfam labels and Ms Simpson was told she could not use her name as co-editor of the journal. She was also told to take part in a press conference launching the journal, since this would be breaking her contract.

Ms Simpson took legal advice and then attended the conference. "The threat of disciplinary action was raised, but not then pursued", an Oxfam spokesman said.

Later Oxfam modified its position. It agreed that the two could remain

listed on the editorial board as Oxfam workers, and said that the charity was in broad agreement with the aims of the journal, but insisted that an editorial disclaimer be published.

However this is only an interim agreement. The charity's trustees are now hammering out guidelines for the involvement of its workers with bodies and organizations outside the charity.

Blue Peter has run three major appeals in association with Oxfam since 1979, raising more than £5m for work in Cambodia, Indonesia and for the Weatherbeater appeal.

Ms Simpson said the dispute had highlighted the basic contradiction within charities between educating people about the fundamental political causes of underdevelopment and using safe traditional images to raise funds.

Ms Gill, co-editor of *Contemporary Issues*, said: "Charity appeals focus on the consequences of poverty and deflect attention from the causes. They can reinforce existing prejudices that poverty is somehow the fault of the people who are poor. However, the dynamics of the situation are often determined by those who are rich."

Mr Barnes emphatically denied that children's programmes projected negative images of the Third World. The main motivation of appeals, he said, was not to raise money but to educate young viewers about poorer parts of the world.

Warning issued on unsound programs

An urgent warning to primary teachers that some Government-approved computer programs for teaching maths are incorrect and seriously misleading, was issued this week by the Mathematical Association.

The warning follows an investigation by the association into the mathematical accuracy of 22 programs in the Micro-primer software packs produced and supplied to schools under the Government's Microelectronics Education Programme. There have been criticisms of MEP software before but this is the first time an official body has condemned some programs outright.

Mr Brian Hughes, a principal lecturer in mathematics at the Rolle College, Exmouth, who headed the inquiry, said this week that the association was alerted by a number of local primary teachers who were worried and perplexed by inaccuracies.

Over the past two months the association's Microcomputer Teaching Committee, chaired by Mr Hughes, has checked all primary programs with a substantial mathematical content. Four were found to have "serious mathematical deficiencies". These are: Gates, What Shape, Vennman, and Vennkids.

On Vennkids, the committee points out that the ideas involved were found difficult by O level pupils in the 1960s.

"It is difficult to see how this program could fit into a primary-school pupils' development of mathematical ideas," states a report which is being sent to all local authority mathematics advisers and inspectors.

Eight programs were found to need "particular care" in use in order to achieve the objectives and to avoid introducing incorrect mathematical ideas. These are: Crash, Fraction Snap, Litter, Missing Shape, Shape Shooter, Shopping, Spike Abacus and Trains.

Ten others were found to be mathematically sound with no major problems.

Mr Hughes said the association was particularly concerned for primary teachers who were not necessarily maths experts and who could not be expected to spot deficiencies, particularly when software had an official stamp of approval.

"There were no warnings to schools that the software was experimental nor that teachers should check the programs," he added that teachers should be warned against further use of the programs but that in future much more care should be taken by all users. The committee is now turning its attention to commercially produced packs, and is encouraging primary teachers to give their verdict on programs, good or bad. "We would very much like to know what works well and what excites the children."

A spokesman from the DES said: "The MEP accepts the criticism and will take any steps necessary to correct the mistakes. Clearly the particular points raised will be discussed with the authors and with the Mathematical Association."

On page 30 Carolyn O'Grady looks at the Open University's Educational Software course produced, say the OU, because of "the crisis in software production".



Enthralling... but it could also be misleading.

Call for rethink on infant maths

by Sarah Bayliss

Maths is a separate subject should be dropped from the curriculum in infant classes if it cannot be made more practical, according to research to be published next month.

Children of wide-ranging abilities, aged between six and seven, would be better off without maths given the abstract way in which it is being taught, says Dr Charles Desforges from the Department of Education at East Anglia University. A poor introduction to the subject too early in life could create a "maths block" later on.

Dr Desforges' conclusions stem from research with Professor Neville Bennett of the Department of Educational Research at the University of Lancaster. One finding is that children of below average and average ability are confused by maths while the high attainers remain unchallenged.

"It's not illogical to suggest that all maths teaching should be delayed, at least until children are seven years old," said Dr Desforges. "The proper and preferable solution would be to have a practical curriculum for maths."

The research is based on a two year project with 96 children aged around 6½ years in top infant classes in Lancashire. Most of the observed work was found to be abstract - subtraction, addition, multiplication and division done with a pencil and paper.

In some cases, teachers believed they were doing practical maths by using "apparatus" such as counters and building bricks. The researchers considered these methods merely a "substitute for fingers", not amounting to a practical curriculum.

Dr Desforges said this week that every opportunity should be taken to apply maths to school life - the sharing out of milk bottles or pencils, for example, was an applicable exercise in itself. He believed that published schemes for practical maths were lacking.



Poor introduction could lead to 'maths block'.

ing in quantity, imagination and diversity and he drew attention to regular comments in HMI reports on primary schools that practical maths was sadly absent or deficient.

One theme of the research is the failure of teachers to grasp just how confused their pupils are. Smaller classes and increased attention did not seem to make any difference. The researchers tried to correct this problem by running a course to help teachers diagnose pupils' difficulties, but it was not a success. At that stage, the research grant ran out.

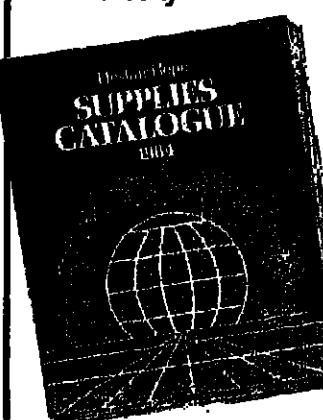
Dr Desforges said if another grant was forthcoming his aim would be to devise a practical maths curriculum.

"The Quality of Pupils' Learning Experience" by Charles Desforges and Neville Bennett, to be published in May by Lawrence Erlbaum.

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Colleges face standards inquiry

by Biddy Passmore

Education ministers are likely soon to announce an inquiry into the quality and validation of polytechnic and college degrees similar to an investigation being conducted by the vice-chancellors' committee for the universities.

The inquiry, expected to take less than a year, would concentrate especially on the validating role of the Council for National Academic Awards (CNAA) and could well result in greater freedom for polytechnics to validate their own courses.

The pressure to set up an inquiry has

arisen mainly from concern within the DES over academic standards, especially in connection with examination procedures.

This came to a head last year when Her Majesty's Inspectorate published a report highly critical of the degrees in sociology and applied social studies at the North London Polytechnic - soon after the CNAA had reapproved them.

The inquiry, which would be conducted by a small, high-powered committee under an independent chairman, would also consider industrial

involvement in courses and the standard of degree course entrants.

Meanwhile, the vice-chancellors' committee is to receive up to £300,000 for an efficiency study of management systems and methods in universities. Sir Keith Joseph, the Education Secretary, announced last week.

The study, the results of which should be available early next year, will be supervised by a 12-man committee chaired by Sir Alex Jarratt, chairman of Reed International and chancellor of

Birmingham University.

Other members include Sir Robin Ibb, the Prime Minister's adviser on efficiency, Sir Adrian Cadbury, chairman of Cadbury Schweppes, and Sir Stanley Thompson, director of finance with the Ford Motor Company.

The inquiry will not cover academic issues. Universities' methods and procedures for monitoring academic quality are being examined by a separate working group under the chairmanship of Professor P A Reynolds, vice-chancellor of Lancaster University.

Comprehensives on national pattern urged in study

A national pattern of 11-16 neighbourhood comprehensives and tertiary colleges is strongly recommended in a study of secondary education published by the Policy Studies Institute, this week.

The authors, Frederick Ruffett and Joan Chreson, argue that the establishment of this pattern in all local education authorities would help parents to move without gross disadvantages to their children and would provide continuity and stability for each child.

They are opposed to "engineering" methods of entry to try to achieve a spread of ability or social mix. Such attempts have failed, they say, and

have militated against a positive approach to the needs of all pupils. Children should normally attend their nearest secondary school.

The book, which is based on the experience of 14 L.E.A.s, recommends early agreement on a national system of profiles for all pupils, and says external validation would be an essential feature. It also says L.E.A.s would welcome clearer and firmer guidance from central government on the curriculum.

Secondary Education: the next step by Frederick Ruffett and Joan Chreson, published by the Policy Studies Institute, 1-2, Castle Lane, London SW1E 6DR, price £3.39.

School gas savings win prize for class

A class of 10 and 11-year-olds has discovered how to cut its school gas bill by almost £1,000 a year.

The children of William Alvey School, Sleaford, Lincolnshire, have been presented with a plaque by Lord Avon, under-secretary of state in the Department of Energy.

Their winning project in a competition run in conjunction with the department identified potential savings of more than £360 in one term.

They found that 272 of the school's 430 children left doors open in one day, school heaters were blocked, and the boiler was not efficient.

The wasteful habits of teachers also came under close scrutiny. They were found to be wasting up to £30 a term by leaving lights and fires on.

The children gradually lowered the thermostat on the school boiler and radiators so successfully that nobody noticed, saving 79.1 therms and an estimated £27.84 a week.

Second place in the Eastwood and Hestair Hope Energy Conservation Project went to Sunnyside Primary School, Glasgow, and third was Crompton Fold County Primary School, Bolton.

One judge, Mr Micky Cohen, a director of the department's energy efficiency office, said the projects showed that school insulation was not good enough.

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Student total will depend on standards

by Biddy Passmore

The drive to raise standards announced by Sir Keith Joseph, the Education Secretary, in his speech to the North of England conference this year could provide "an escape clause" from the predicted decline in student numbers in the 1990s - and avoid the closure of higher education institutions, Sir Peter Swinnerton-Dyer, chairman of the University Grants Committee, said last week.

If Sir Keith succeeded in his aim of raising standards of performance up to the age of 16, he would also be raising up to the age of 18, he said, thus throwing out any statistical projections of future student demand.

But Sir Peter made it clear at a conference organized by Careers Research and Advisory Centre (CRAC) in Cambridge that his optimism was "very much a minority view" - and that, if numbers did fall by anything like the 20 per cent predicted by the DES, closures would have to follow.

This was because the 1981 university cuts had had "an appalling effect on the system" and left it much less flexible. The extent of voluntary retrenchment meant there were very few academics over 55 left and another round of voluntary redundancy would be extremely difficult to achieve.

Even a 10 per cent cut for any university would therefore be "absolutely traumatic", he declared. And he judged that the same was true for public sector institutions. So if student numbers fell and there was a corresponding cut in resources, the least damaging way to distribute it would be the entire closure of a limited number of institutions.

He repeated earlier statements that the list of closures would not be for the UGC to decide but for the Education Secretary or, more probably, the Cabinet as a whole. It would not be the present Education Secretary or Cabinet as decisions about the 1990s would not need to be taken until 1987-88. But the options would need to be on the next Secretary of State's desk the day after the next general election - and he would have to take tough decisions "jolly quickly".

Sir Peter indicated that a rise in the proportion of the age group going into higher education could also prevent a shortage of graduates in areas of national need, notably engineering and technology and education.

The DES was arguing that numbers in engineering and technology must go up "somewhat more" than recently planned, he disclosed, while the Department of Trade and Industry said they should increase "dramatically" and be kept up throughout the demographic decline of the 1990s.

But he was not confident that enough children could be persuaded at the critical age at which they chose exam options that there were well-paid jobs in engineering and technology.

As for education, present DES predictions showed that about one fifth of all graduates in the early 1990s would have to become schoolteachers, and as many as 30 per cent in some subjects. This was no problem in English, where jobs were hard to come by, he said, but how could "nearly 30 per cent of maths graduates conceivably be persuaded to become schoolteachers?" (In 1981 8.9 per cent of all university graduates went into initial teacher training).

Sir Peter had earlier defended the UGC against the charge that it had not defied the Government over university cuts. The committee was an advisory body, he emphasized; if it was to serve any useful purpose, the Education Secretary must trust its advice. There was no point in its joining bodies like the Association of University Teachers and the vice-chancellors' committee, which made necessarily exaggerated claims.

The UGC's advice to the Education Secretary must remain confidential, he said, but its advice to universities would become more explicit. In 1981, universities would have preferred explicit advice to "turning adjectives into percentages".

For the future, the whole of higher education would "inescapably" have to be planned as a whole, with close cooperation between the UGC and the National Advisory Body, Sir Peter said. But he rejected the creation of an "over-arching body" to coordinate their views, arguing that the Education Secretary was already "a sufficient over-arching body".

He was also opposed to a straightforward merger between the two bodies, both because they were different in nature and because "a merged body would have to manage so large and disparate a sector that it would be unfair and seen to be unfair".



Sir Peter Swinnerton-Dyer

Break the barriers call from Sir Keith

Higher education institutions should "go forth and remove the barriers between business and higher education", Sir Keith Joseph, the Education Secretary, told the conference.

Alternatively, they should "go forth and tell us (the Government) where the barriers are that need to be removed", he added. He cited as an example a plan by ministers, announced last week, to remove the restrictions preventing polytechnics and colleges from keeping the profits of their own research.

Speaking of the Government's desire to see a shift in higher education towards science and technology, he emphasized that this did not imply lack of support for the humanities and arts subjects. He believed the shift reflected what the employment market wanted, and time was too short for normal market signals, such as pay, to get through to young people fast enough.

Moreover, the market had been muffled in higher education by its dependence on the taxpayer.

A certain amount could be done to persuade young people to change courses and go into electronic engineering, where there was a dramatic increase in demand, he said. But there was a limit to the stock of pupils who had specialized in maths and physics and raising it might deprive other areas of the economy.

More graduates in electronic engineering could also be created through conversion courses and encouraging girls, he said.

Like Sir Peter Swinnerton-Dyer, the UGC chairman, Sir Keith held out his Sheffield Initiative as a source of hope for higher education. But he was less optimistic than Sir Peter.

"I hope it will perform effectively enough to offset some of the demographic decline", he said, "but I still think there will be some reduction (in student numbers). Higher education will have to adapt to a smaller market."

This presented a nasty choice: higher education would either have to lower its standards or cut numbers.

His emphasis on using the number of 18-year-olds to predict student numbers was later challenged by Dr Edwin Kerr, chief officer of the Council for National Academic Awards.

"We have to get across to the Secretary of State that the age profile in the polytechnics is not like that", he said. "More than 30 per cent are over 21 at the point of entry to full-time courses... And, even if the 18-20 population is going down, the 20-40 population is going to increase sharply and they are going to need education."



Supportive... but some deem it disruptive

Wittgenstein out - 'too difficult'

by Nick Wood

Sixth-formers taking a new A level in philosophy will not have to puzzle over the linguistic abstractions of Wittgenstein, the Austrian philosopher, thanks to a last-minute intervention by the Secondary Examinations Council.

It has asked the Joint Matriculation Board to delete his name from a list of authors including Marx, Aristotle, Descartes and Nietzsche because he is too demanding.

Mr John Milner, secretary to the working party that drew up the draft syllabus for the course, which 200 to 300 pupils are expected to begin in September, said the board accepted the need for streamlining.

Originally, it had been planned to cover Wittgenstein's work in two parts of the course - language and meaning and philosophy of mind - but the council had said that given the philosopher's difficulty, this was asking too much of students in the time available.

The council has also asked the board to drop a consideration of Kant's *Fundamental Principles of the Metaphysics of Morals*.

Candidates will be expected... to acquire a knowledge of relevant texts; to apply that knowledge; to develop a critical approach to arguments intended to support or deny philosophical claims; and to develop the ability to distinguish and construct logical arguments.

The JMB course consists of two sections - a core embracing epistemology and moral philosophy - and options on philosophy of mind, religion and politics.

Part of it may be internally assessed. And, as an experiment, at Stockbridge College in Sheffield, where the proposals originated, students will be marked on how well they present and argue seminar papers. First exams will be taken in 1986.

The JMB move reflects growing interest in philosophy as a school subject. It comes just a few weeks after the Associated Examinations Board announced the first A level in which candidates will begin taking next year.

Strikers may lose pay

by Richard Garner

About 2,000 teachers who took part in an unofficial one-day strike last week face pay loss and disciplinary measures from their employers.

Members of the Inner London Teachers' Association of the National Union of Teachers joined last Thursday's national and local demonstrations against the Government's rate-capping legislation and the threat to the Inner London Education Authority.

Their action prompted the closure of 12 schools, according to the IEA. Leaders of the IEA had asked the union's national action committee for official support, but had been told that teachers' representatives should see time off to attend the demonstration, but no disruption of schools should take place.

Mr Bartie Stead, chairman of the IEA's schools subcommittee, in a letter to Mr Richard Rieser, general secretary of the IEA, warned that teachers who went on unofficial strike would lose a day's pay, and if the head felt that their action had disrupted the school, disciplinary letters would be sent.

Because of the lack of official support, the IEA stopped short of calling on its members, but urged people to attend the demonstration.

Mr Rieser said: "We were very annoyed with the action committee's decision. We felt it was completely the wrong thing to do. As it was, NALGO (the local government white-collar workers' union) provided the largest contingent for the demonstration because they had supported official action."

"If teachers had had the official backing of their union, there would have been larger numbers on the march - which would have made it a more impressive display of opposition to the Government's plans."

Under the union's rules, the leadership of the NUT could take disciplinary action against teachers who went on strike last week. However, no moves have been taken against them yet. The earliest any decision on action would be taken would be at today's executive meeting.

Addressing the protest rally in Central London on Democracy Day, Mr Doug McAvoy, acting general secretary of the NUT, told the marchers that at least 2,000 teachers' jobs would be threatened by the Government's rate-capping proposals.

He said there would be 600 few jobs in Avon, 480 fewer teachers in Derbyshire and 340, 560 and 420 fewer teachers respectively in Nottinghamshire, Sheffield and Haringey.

Meanwhile, a significant breakthrough has been achieved in negotiations between the IEA and IEA over improving supply cover in inner London schools.

Under a deal which was going before the IEA council for approval on Wednesday night, 300 more supply teachers would be taken on - and there would be permanent contracts for teachers working part-time.

The call for extra supply cover was one of the issues on which the present Left leadership of the IEA successfully fought this year's union elections.

Jane Pickard on the British Psychological Society's annual conference at Warwick University

'Excess theory' attacked

Psychologists who laid down the law for teachers came under attack from one of their own colleagues at the weekend.

Dr Charles Desforges called for a "moratorium on prescription" and a genuine effort to understand what really goes on in the classroom.

"We need an understanding of why teachers behave in the way they do. They are not daft, not stupid, not indolent - so why do they fly in the face of psychologists' good advice, and why do children put up with it?" he asked.

Dr Desforges, from the school of education at East Anglia university, believed that psychologists were extremely naive about classrooms.

He quoted work done by Walter Doyle at the University of Texas. This described the classroom and what went on inside it without reference to psychology.

Doyle had concluded that teachers and children alike found mutual cooperation the easiest way to get on with the business of education. As a result children in general concentrated on trying to produce what teacher wanted, while teachers tried to find out what the pupils wanted. This did not always produce the right results when each side misunderstood the other.

Dr Desforges said he did not agree entirely with Doyle, but it was the only theory of classroom behaviour he had. It was vital to do more work in analysing what went on in the classroom.

"What teachers want from us psychologists, I think, is that we get our act together", he said.

Research indicating that boys receive much more teacher attention than girls in the same class was criticized by Dr Sara Delamont, of Cardiff University. Although she agreed that the problem almost certainly did exist, she felt that the data base of the study - by Ms Dale Spender, the feminist thinker and sociologist - was unreliable since it looked at only 40 lessons in London secondary schools.

"We need hundreds of observations in hundreds of classrooms, and I think that the research should be done by sceptical men", Dr Delamont said.

"Otherwise it will be seen as bleating, nagging women, whingeing on again." She also said boys were being left out in the latest research into sex stereotyping in schools. All surveys had looked at girls' attitudes to, for example, maths. But boys had not been asked what they thought of French.

Another thing boys had not been questioned about was their attitude to girls' sexuality - a fact which had far reaching implications for teenage sex. It was known from research that many teenage girls did not take the pill because they were afraid of being labelled "slags", and were convinced that boys divided them into two categories - slags and nice girls.

But no one had done a full survey on whether boys really did think this, Dr Delamont said.

Critic says sex bias study had narrow scope



Dale Spender... 'unreliable data base'

reaching implications for teenage sex. It was known from research that many teenage girls did not take the pill because they were afraid of being labelled "slags", and were convinced that boys divided them into two categories - slags and nice girls.

But no one had done a full survey on whether boys really did think this, Dr Delamont said.

Norwegians show the new way

Children need a varied environment at school to capture the right mood for different types of work, delegates were told.

In a session on reversal theory, the psychologists' latest approach to behaviour, slides were shown of a school near Bergen, in Norway, whose design is a practical illustration of the theory.

The school mixes conventional classrooms containing rows of desks, with two large, open-plan rooms which can be sub-divided for work with small groups.

The theory rests on the idea that people are inconsistent and switch into different mental wavelengths during the course of a day.

One is the "tele" wavelength - meaning goal-oriented behaviour - when you work towards a particular target usually in a serious frame of mind.

The second is the "paratelic" in which the mind floats free of logical constraints and is motivated purely by enjoyment.

Applied in the classroom, it means that children often need to be provoked into the right mood for a subject. For instance, the teacher would need to tap their paratelic moods for creative and imaginative work, but the tele mood for science.

It recognizes that children need a mixture of environments: for relaxation and thought, for quiet discussion and creative activity, or for formal disciplined learning.

Dr David Fontana, senior lecturer in educational psychology at Cardiff University, said that as children grew older the education system militated increasingly against the paratelic mood.

"Thinking and deliberating are encouraged at the expense of spontaneity", he said.

"Even organized games become a serious matter involving school status and prestige, and the sheer fun element is remorselessly squeezed out". He added that super new buildings were not needed, although they were helpful. What could be done with existing buildings was to redesign the curriculum to introduce a more games-like approach to problem-solving, along the lines of Edward de Bono's brain teasers.

IQ caution signalled

Two psychologists from ethnic minorities warned teachers not to trust IQ tests.

Dr Rajinder Gupta, from the child advisory and psychological service in Sutton Coldfield, described how he had developed a test which showed how well children learnt, rather than measuring an IQ.

When these tests were compared with standard "culture-free" IQ tests, the ability to learn bore no relation to the IQ test score.

In one instance, two children with IQs of 147 and 65 had shown the same degree of high learning ability.

Professor Anderson Franklin, from New York University, said the impact of cultural differences on IQ tests had become such an issue in America that minority groups had won injunctions banning the tests in entire states.

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SCHOOLTEACHERS' PROVIDENT SOCIETY. THE FIFTY-FIFTH ANNUAL GENERAL MEETING of the SCHOOLTEACHERS' PROVIDENT SOCIETY will be held at the Arundel Theatre, Landudno, on Wednesday, 20th April 1984, at 7.30 p.m. A.J. MOSS, Hon. Managing Secretary, c/o 10, Elmwood Road, Llanwrda, NP23 5JG.

Centralization of power is 'unacceptable' Rate-capping reward to exempt frugal councils still disappoints

The Government's concession on its rate-capping Bill has failed to placate either the Association of County Councils or the Labour Party and seems unlikely to stem much opposition to the measure in the Lords, where it will be given a stormy Second Reading next week.

Mr John Lovell, chairman of the ACC, said the association was "disappointed" with the concession, which would exempt from the general rate-capping scheme councils which had recently kept to government spending targets. The concession, announced by Mr Patrick Jenkin, the Environment Secretary, last week in the Commons, will be introduced as a Government amendment in the Lords.

Mr Lovell said that any exemptions

based on grant-related expenditure assessments or annual spending targets (the two yardsticks of virtue proposed) were of limited value, as ministers could change them. The ACC was opposed to "a fundamental constitutional change which will result in an unacceptable centralization of power."

Dr John Cunningham, Labour's environment spokesman, raised the same objection. Spending targets and ceiling had been, and would be, reduced constantly to trap more and more authorities in the scheme, he said.

Mr Jenkin is known to be worried about the Rate Bill's prospects in the Lords, where opposition to it is strong among peers of all parties. Now, however, some of the more vocal opponents of the Bill are likely to appear as the Bill progresses through the Lords.

Mr Jenkin said last Friday that the introduction of direct elections to the Inner London Education Authority was still being seriously considered by the Bill which will abolish next year's elections to the Greater London Council and the other metropolitan counties and thus pave the way for the council's abolition in 1986.

If the Cabinet decided in favour of direct elections, it would be possible to amend the Bill and organize the elections next year, he said. Conservatives in both the Commons and the Lords have already said they will not support the Bill unless it is amended to provide for direct elections.

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If the Cabinet decided in favour of direct elections, it would be possible to amend the Bill and organize the elections next year, he said. Conservatives in both the Commons and the Lords have already said they will not support the Bill unless it is amended to provide for direct elections.

Further Government concessions are likely to appear as the Bill progresses through the Lords.

Universities opposed to two-year degree idea

by Biddy Passmore

Support for broadening the sixth-form curriculum and opposition to two-year degrees are expressed in the responses of Oxford and Lancaster universities to the University Grants Committee's questionnaire on the future of higher education.

Oxford's response, published in the university's *Gazette*, says there is no doubt that "some broadening of the sixth-form curriculum is now urgently required". It recognizes, however, that any specific scheme is likely to be contentious.

Lancaster University says "there is wide but not universal welcome" for a broader sixth-form curriculum and notes that such a move would be likely to make less necessary conversion courses to help school-leavers change to other subjects before entering higher education. Conversion courses are expensive and make heavy demands on staff, it says; if provided at all, they would perhaps best be provided in the public sector.

A broader sixth-form course would make two-year degrees "even more inappropriate" if standards were to be maintained, the response notes. In some subjects, it would make four-year undergraduate programmes necessary.

Oxford can see some merit in two-year "modules" for degree courses if the standard university course consisted of two such modules. But it would strongly oppose the idea if it meant that most students would only get two years rather than three at a university.

Both responses challenge the DES projections on student numbers - although Oxford concedes that, if they were borne out and funding were reduced accordingly, there might be no alternative to the closure of institutions.

Lancaster rejects the terms proposed for the debate, such as demography and finance, as being instruments of policy, not policy itself. Any debate should start with a discussion of what higher education is for, the university says.

A higher education policy will be disastrously inadequate for national and international needs if it is based simply upon traditional student demand and the unargued assumption that a shift to scientific, technological, engineering and other "vocational" subjects is desirable.

Both universities make dire predictions about any further cut in their resources.

If funding per student continued at its present level, Oxford envisages some redeployment of resources to pay for new developments in fields like information technology and computing and phonetics and linguistics. A further cut of 1 per cent would severely restrict these developments, it says, and a 2 per cent cut would make most of them impossible.

Lancaster points out that the scope for savings on non-staff expenditure is now "virtually exhausted" and that further cuts would mean enforced redundancies.



Sombre protest: sixth-formers from Wellbourne School parading through High Wycombe, Buckinghamshire, from the town hall last Friday after presenting a petition against the threatened closure of the school.

DES to involve parents in special needs assessment

by Sarah Bayliss

Parents of children with special educational needs will be encouraged to draw up their own "pupil profiles" under new guidance to be piloted by the Department of Education next term.

The guidance is intended to help parents describe their child, under such headings as general health, physical skills, language, behaviour and play at home, activities outside home, self-help and relationships with brothers and sisters.

It has been drawn up by a senior HMI and a small working party at the DES following concern that the 1981 Education Act has failed to involve parents in the assessment of children's special needs.

Ms Sheila Wolfendale, an educational psychologist and member of the working party, told a special education conference at the National Children's Bureau in London this week that the guidelines were urgently needed. "Initial surveys of the working of the Act show that it is failing to tap the expert knowledge that parents have about their children."

Sections 5 and 7 of the Act which describe the procedure for assessing a child and for drawing up a statement on its special needs, give parents the right to submit written evidence on their child.

Ms Wolfendale pointed out that DES circulars on the Act had omitted to describe how the parent's contribution could be made or encouraged. Local authority personnel, as well as parents themselves, were now "begging" for help.

A handful of local authorities had produced their own information packs and the Advisory Centre for Education had given useful advice but national guidelines were needed.

The working party's draft guidelines would be piloted in some authorities next term and a revised edition could be in use in all authorities by the autumn, said Ms Wolfendale, who is

also principal lecturer in educational psychology at the North East London Polytechnic.

The draft guidance suggests parents give detailed information on such things as the child's favourite games and toys, whether or not they can use the telephone, and how their schooling has helped or not helped. It asks parents to say what they think are the special needs of their child and how they think these can best be met.

Mrs Philippa Russell, senior officer of the Voluntary Council for Handicapped Children, who organized the conference titled "The Education Act 1981 - Implications for Parental Involvement", warmly welcomed the draft guidelines and urged conference members to discuss them in their authorities.

Mrs Russell said she would like to see I.E.S.s appoint specialists who could help parents fulfil the terms of the Act. The concept of a "named person" had been introduced in the Warnock Report and should be developed.

"Many parents are unclear that they have anything to contribute to an assessment. It's not that they don't know their rights but they need expert help to organize their knowledge about their child."

In the long term her organization wanted to see the development of a volunteer service, similar to that used in the magistrate service, to advise and support parents. Such volunteers would be trained and paid expenses. "The American experience of citizen advocates, acceptable to professionals and consumers, demonstrates the effectiveness of such an approach."

Mr Peter Newell of the Children's Legal Centre, warned parents with children in special schools that some of the statements done in the past year under transitional arrangements were "not worth the paper they're written on". For instance, they did not have to include professional advice. Parents of

the 150,000 children currently in special schools should know that a full statement, as defined by the Act, did not have to be done unless a formal request was made.

Full statements could be used to protect a child's interests and educational needs but also to protect the education service itself. For example, full statements on children in a remedial class might indicate that their needs were being well met, which would make it harder for the authority to cut remedial provision.

Mr Newell rejected the complaint that the Act had produced unnecessary bureaucracy and time-consuming procedures. "Consulting parents at every stage must take time. Lengthy delays only take place where there is conflict."

Dr Elizabeth Grantham, community medical officer for Peterborough, said parents often expressed extreme anger when they first learned their child had special needs. A team of professionals - such as a community development unit in a hospital - was often best equipped to absorb the parents' anger and to help them adjust. Educational psychologists sometimes found themselves isolated.

Mr John McGinly, head of Fairfield House School in Thanet, Kent, and Mrs Stephanie Youell, a group leader at the school, described a holiday programme which they shared with parents to try and improve the behaviour of difficult teenage girls.

The school, a residential school run by the Save the Children Fund, had introduced a "token economy" whereby pupils had to "earn" everything "apart from a bed for the night and food." Girls' behaviour was "targeted" and they had to earn points for all their extra-curricular activities, such as swimming, television and trips.

Teachers explained the system to parents and telephoned them once a week to report girls' progress.

IN BRIEF

Poly rolls at new high

Britain's 30 polytechnics had a record number of students in 1983. There were more than 148,000 full-time and sandwich course students last year, 6.3 per cent up on 1982, and 26 per cent up on the 1981 figure of 117,596.

The figures were published by the Committee of Directors of Polytechnics. It said that, including part-time courses, the polytechnics were meeting the needs of 300,000 higher education students in 1983/84.

Foreign students

A total of 714 postgraduate students and academic staff from Commonwealth countries studied in Britain during 1982-83, according to the 24th Annual Report of the Commonwealth Scholarship Commission. The reports available from HMSO, price £7.50.

Russian contest

Five British children are to take part in the Fifth International Russian-speaking Olympiad for Schoolchildren, to be held in Moscow in June. The competition, organized by the International Association of Teachers of Russian, examines entrants in oral work, reading, comprehension, essay writing and knowledge of the Soviet Union.

The British team are: Argus Gray, Marlborough College; Christopher Jordan, Simon Langton Grammar School for Boys, Canterbury; James Drummond and Kevin Mitchell, Lonsdale Academy, Alton; and Ranjet Pandit, Westcliff High School for Boys, Westcliff-on-Sea.



Ex-CEO dies

Staffordshire's longest-serving director of education, Mr J H Parker, Oxspring, (pictured) has died at the age of 80. He held the post for 31 years until his retirement in 1968.

NAS/UWT poll

Four candidates are contesting the elections for the next junior vice-president of the National Association of Schoolmasters/Union of Women Teachers - who will succeed to the presidency in 1986.

The four include three executive members - Mr Mike Inman, from Staffordshire, Mr Gwyn Jones, from Essex, and Mr Dai Davies, from Hereford and Worcester - and Mr Jeff Brindley, from Huddersfield. The result will be announced at the union's annual conference in Llandudno at Easter.

Appeals panels

Governors should not be expected to hear appeals against the suspension of pupils, the Advisory Centre for Education says in the latest edition of its magazine *Where*. Instead, local education authorities should set up suspension appeals panels like those recently established for admissions.

ACE says independent panels would be fairer for parents and pupils and argues that such an arrangement would allow governors to be more critical and constructive.

£14m expansion

The newly merged Royal Holloway and Bedford Colleges are to spend £14m on a building programme over the next three to four years. The £14m, which is being provided by the University Grants Committee and the sale of Bedford's valuable Regent's Park site, does not include the cost of providing 500-600 new residential places.



This lot could save Britain £900 million?

Of all the energy used annually in Britain, approximately 25% is consumed in the home.

A cut of just 10% in this energy use would amount to a saving of £900 million. But such a saving can only be made once clear identification has been made of the energy used in the community.

This Spring sees the launch of 'Energy Study UK', a new competition for schools, sponsored by British Gas, Conoco and the Electricity Council on behalf of the Energy Efficiency Office of the Department of Energy.

'Energy Study UK' is timed to run as an Autumn term project for 11-15 year old middle and lower secondary pupils in both the maintained and private sectors.

Drawing on a wide range of disciplines, school teams will be asked to study their own local

community's use of energy, interpret the data and present a multi-media package for improving energy efficiency.

Access to a computer is required since the project involves using computers software, specially designed by British Gas and included in the teacher and student competition packs supplied free to all participants.

Selected by panels of judges, thirteen regional winners will qualify for the National Final and the chance to win £1,000 for their school.

Individual prizes for team members will also be awarded.

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Throughout the Summer term, a team of British Gas Home Service Advisers equipped with an explanatory video tape and brochure will be

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For further information, please complete and send the coupon.

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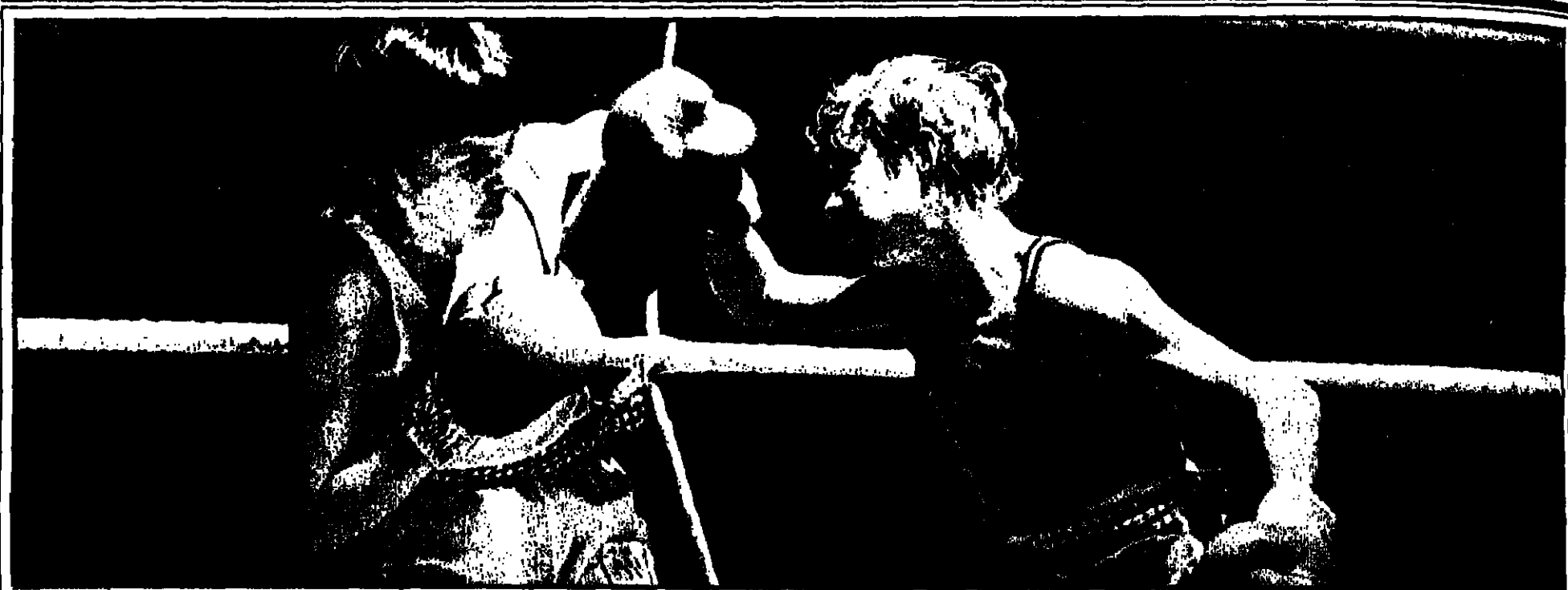
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A competition that must be knocked on the head

I recently attended a meeting where a colleague – a man in his mid-forties – claimed it was an act of considerable bravery for someone of his age to light up a cigarette in such company. The company to which he referred comprised education advisers, headteachers and education administrators, and all but the speaker were non-smokers.

A quick check revealed that more than half of them had at one time been "slaves to the weed". Not all that surprising, for at one time all film heroes demonstrated their masculinity by speaking through a nicotine haze. It was the done thing to smoke.

Gradually, however, the medical evidence and the efforts of the anti-smoking advocates have brought a marked change in the attitudes. It is fairly easy to find a parallel in schoolboy boxing.

At the time when John Wayne was riding off into the sunset, rolling his cigarette one-handed, almost every town, city, county and region staged schoolboy boxing championships.

As a young teacher in Brighton, I vividly recall the annual festival of supervised fistfights. Hundreds of spectators were attracted to this gladiatorial arena and, providing the difference in weight between the contestants did not exceed four pounds or the difference in ages, 12 months, it was deemed medically safe for the bout (it was never called a fight) to take place.

In-service courses first produced judges and later, referees to control these events and after gaining experience in inter-school, inter-town and inter-county events, I personally refereed the finals of the National Schoolboy Boxing Championships at Pontins Holiday Camp in St Anne's on Sea. I was still a callow youth.

Over the ensuing years the medical profession has gradually built up irre-

futable proof that brain damage may be the consequence of repeated blows to the head. Boxing encourages such blows.

Despite constant reminders to all referees of schoolboy boxing that their first responsibility is the protection of the boxers – and that bouts should be stopped "to prevent unnecessary punishment", many boys continue to suffer hefty blows to the head.

As my nicotine-addicted colleague might have stated, staging a schoolboy boxing event – like lighting a cigarette – requires an act of considerable bravery. As parents, teachers, headteachers, local education authority administrators and advisers become increasingly enlightened, I hope that sufficient pressure has now built up to either modify the conditions under which schoolboys are permitted to box (headguards may provide acceptable protection) or to remove boxing from the list of acceptable schoolboy activities.

There are additional reasons why I would applaud attempts to put a stop to the staging of the National Schoolboy Boxing Championships. A personal experience will adequately illustrate my feelings.

The education authority I serve makes generous financial grants towards the costs of running a large variety of schools' sporting associations. Soccer, athletics, cricket, rugby

Gordon Macgregor takes issue with W H Young, secretary of the Schools Boxing Association, for insisting that the SBA's national championships will continue despite medical evidence that boxing causes brain damage.

football, hockey and many others are well supported in order to sustain a varied programme of inter-county fixtures and events. No pupil, selected for representation at regional or national level, would be prevented from participating for financial reasons.

Not so long ago the director of education received a request for similar assistance from an association purporting to be the County Schools' Boxing Association. Investigation showed that this "association" was not a group of teachers seeking to promote their interest among boys. It had no educational foundation.

When the application was challenged the council was told that two teachers served on this committee. Further investigation revealed that both teachers were, in fact, retired and in any case, had been employed by a

neighbouring education authority. The application was therefore turned down.

Not one of the 52 secondary schools in my authority, Cumbria, features boxing within its physical education programme. Neither does any school organize an out-of-school club for boxing. A number of schools, however, are affiliated to the National Schools Boxing Association. This allows local boxing clubs, registered with the Amateur Boxing Association, to enter boys in the schools championships.

The schools' affiliation thus allowed these boys to be entered as representatives of their schools – although the staff were unaware that no one responsible for the organization of these championships had even the remotest link with the county education service.

This is not to decry the efforts of these adults to promote their chosen activity – but a suggestion that they ought to function "under their own colours", in this instance, the Amateur Boxing Association, since all of them represented local boxing clubs.

Similar conditions exist in a neighbouring county – one of the largest and most active in the country in boxing terms – where the schools executive committee consists of retired schoolmasters, a number of police officers and other interested adults. The number of serving teachers on the execu-

tive is minimal and may bear comparison with this county.

The two counties may, of course, not be wholly representative of the entire country. What attempts I have made, however, to identify serving teachers involved in the administration of schoolboy boxing in other counties have not been terribly successful. It may be, then, that the National Executive of the Schools Boxing Association reflects the situation which seems to obtain within the county associations. After all, the national secretary is himself a retired headteacher – which almost certainly indicates a dearth of young aspirants – and points to the somewhat upsetting thought that decisions are being taken at national level by people other than currently employed teachers.

Members of the National Executive of the Schools Boxing Association should truly represent the groundswell of feeling within the education establishments of the country. This would appear on the evidence of the non-involvement of teachers in at least two counties to favour the abandonment of the Schools Boxing Championships as such.

If the Amateur Boxing Association wishes to promote championships for boys of school age in membership of affiliated boxing clubs, there is nothing to stop it; but if schools boxing championships are to continue, then the executive power to organize and stage them must rest with serving teachers.

If, as I suspect, there are so few interested serving teachers to form a National Executive, then the disintegration of the Schools Boxing Association would inevitably cause the very desirable demise of the national championships which Mr Young is so anxious to perpetuate.

Gordon Macgregor is the physical and outdoor education adviser for Cumbria County Council.

Less able left behind in Gwynedd science

by Biddy Passmore

Science teachers in the North Wales county of Gwynedd should pay more attention to the less able, according to a new report by HM Inspectors.

The HMI's looked at science teaching in all of the county's 24 comprehensive schools and found that standards were generally adequate. But there was too much copying of notes from the blackboard or work sheets at all levels of ability, and examination pupils were often getting a disproportionate share of resources and attention.

Less able and remedial pupils tended to get fewer lessons per week, less appropriate courses, less homework and less assessment.

In the first three years, more than half the schools provided fewer lessons for pupils in less able classes than for those in mainstream groups. And for years four and five, the report says that in only a minority of schools can arrangements for the less able be described as adequate "in that detailed consideration has been given to pupils' specific needs and these have been

expressed as realistic objectives". Provision for the less able was a particular problem in smaller schools, the inspectors found, and those were forced to put all pupils not following O level courses together in single teaching groups.

The inspectors also noted "a considerable degree of sex stereotyping in all science courses at all levels", much of it reflecting the national trend for girls to take biology and boys physics and chemistry.

Another cause of concern was that pupils were dropping science too early. While it was compulsory in all schools until the end of the third year, only in a very few cases was it part of the compulsory core in the fourth and fifth years.

In only three out of the 24 schools did all fourth and fifth-year pupils have science as part of the curriculum, and in four schools more than 20 per cent of the pupils took no science at all. This, the inspectors say, will restrict those pupils' job opportunities later.

A disturbing feature in some schools

was the high number of unclassified CSE grades in some courses, suggesting that many pupils were following inappropriate courses. Failure often arose where a single course was provided for a wide ability range. In a small minority of cases, pupils were allowed to opt out of a course and study, read quietly or do nothing – circumstances which the inspectors describe as "unacceptable".

Timetabling arrangements are described as generally satisfactory but big classes were far too common, especially in the first three years, and the struggle to provide Welsh-medium courses in years four and five used many teachers, often on a small number of pupils.

Overall allocation of staff was satisfactory, but schools had an average of more than one unqualified teacher each – "a matter of concern". The extent of school-based in-service training was "disappointingly low".

Leadership was sadly lacking in some science departments, the report says, and suggests that aspects of departmental management at various levels require the local authority's "serious and early attention".

Laboratory accommodation was generally satisfactory but several labs were found to be dirty, especially their sinks, storage and work surfaces. While the inspectors could see that this was partly due to a shortage of technicians, lack of care by teachers is also cited.

Some cluttered up the laboratories by hoarding equipment, and in one chemistry laboratory the stock of bottles is described as so large and dusty that it constituted a safety hazard. Fortunately, according to the inspectors, vandalism was not a serious problem.

Most schools were generally well stocked with basic materials and equipment but sometimes the quantities were not large – especially in the lower school and with less able pupils.

As for outside links, the HMI's found a good majority of the schools had established links with local industry. But about one-third of schools made no provision for extending pupils' interest in science outside the formal lesson by means such as clubs and visits.



Gwynedd... peaceful valleys and causes for concern.

Sex segregation seen as 'anomaly' which must go

Segregation of boys and girls for some social education classes is one of a number of anomalies at Reepham High School, Norfolk, which the inspectors say is still in the throes of change.

Six years ago the school received its first comprehensive intake, and more recently absorbed pupils from a nearby secondary school which closed.

When the Inspectorate visited the school, a third of the pupils had arrived only that year, and half of the staff had been there for two years or less. For those reasons they were prepared to make allowances.

But they were disturbed by some examples of intentional, and unintentional, sex segregation of the sexes.

Most fourth year girls and boys were segregated for social education classes,

they found. And methods of streaming in the third, fourth and fifth years, had led to boys far outnumbering girls in many of the mainstream teaching groups.

Another fault was that some of the less able girls were selecting subjects with considerable overlap, and this meant that their education could be unbalanced.

The inspectors said the school had begun to recognize such "anomalies" and must remove them.

The report concludes that it is to the credit of the head and staff that many changes in the school recently have, for the most part, been accomplished smoothly, with pupils well cared for by the school and a broad and balanced curriculum achieved for nearly all.

TV given too much emphasis

Too much reliance is placed on television as an educational tool at St Stephen and All Martyrs Church of England Primary School, Bolton, the inspectors say.

More emphasis should be given to starting points for learning which involve a wider range of first hand experience.

The Inspectorate gives an example of an interesting discussion in a science lesson after a television programme about levers. The discussion might have been deeper if the teacher had made the starting point a range of activities, the inspectors felt.

They found the school's achievements shown in most subjects, its community standing good, and relationships very good at all levels.

HMI reports

HMI reports are available free of charge from the Department of Education and Science, Publications Dispatch Centre, Honeypot Lane, Stanmore, Middlesex HA7 1AZ. Also available from I.e.s.s.

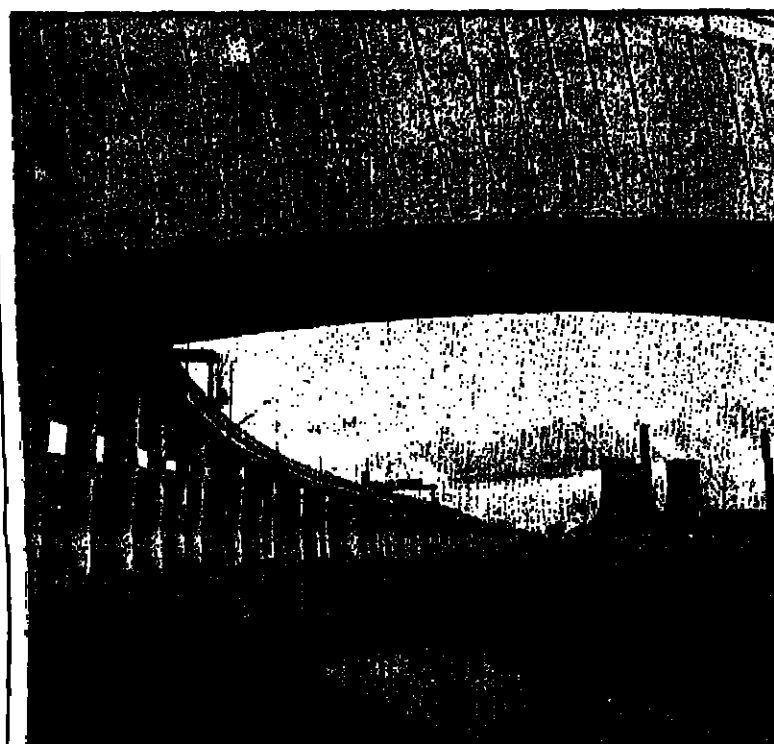
Reports published this week but not covered on this page are on *Sycamore Infant School, St Ann's, Nottingham; Thame Primary School, Hants; Manley Park Infant School, Whitley Range, Manchester; Roverside House School, Cranborne, Wiltshire, Dorset; and Moorlands First School, Southampton.*

Praise for YMCA 'life' training

A "Training for Life" scheme run by the YMCA in North Cheshire was praised by HMI inspectors for its "caring and sensitive" staff and for helping young people to progress towards maturity.

The scheme was particularly appropriate for those leaving secondary school lacking in self-esteem or scholastic achievement and who dislike institutional surroundings, inspectors concluded.

The TFL course emphasized personal development rather than preparation for a job. With permanent jobs in the area so scarce and the labour market so volatile, the TFL's approach was educationally acceptable and socially necessary, says the report.



Industrial Birmingham... where technology skills make a big difference in finding employment.

CDT courses prove their worth in the jobs market

by Adriana Caudrey

Despite high unemployment among their parents, more than twice as many pupils from Castle Vale Comprehensive, Birmingham, as in the rest of the city, found jobs on leaving school, in one sample year.

Inspectors placed much credit for this with the school's strong craft, design and technology department. Of the 25.5 per cent of the 1982 generation of Castle Vale school-leavers who gained employment, 31 boys got work, apprenticeships, or places on training schemes, connected with craft, design and technology (CDT).

In spite of this "modest success", highlighted by the Inspectorate, the school has a poor performance record in public examinations. Many pupils are said to suffer from a "low self image and little self-esteem".

The Inspectorate held up the low achievement of many of the pupils in public exams as a good ground for expanding the non-academic curriculum. They advocate greater concentration on CDT.

Examination results in that field are well above the regional average, with nearly 70 per cent of those pupils taking the subject attaining CSE grade 4 or above. Only in the craft department, or among the more gifted in the modern language department, and in remedial studies, do the inspectors note that initiative, originality, and self-expression are encouraged.

In other subjects they complain that children are not encouraged to use their own initiative. They say the dustbin area is particularly prone to

and they should not be restricted by their home environments.

"Drawing on pupils' own experiences and imagination should be seen as an important part of school learning, but this does not mean a reduction of learning opportunity by reason of a stereotyped view of children's lives on the estate", they say.

The estate referred to is the large housing estate, made up of maisonettes and two-storey houses, in which the school is set, and in which most of its pupils live. Among first year pupils, 40 per cent have both parents unemployed, and among second years, 34 per cent.

For this reason, partly, inspectors warn the school to guard against "under-education" in its pupils. In the approach to English teaching, they criticize "a preponderance of summary, paraphrase, dictated notes and in one instance, 'translation' of Shakespeare".

They say there tends to be "a burden of technical terms at the expense of response and creative understanding".

High marks go to the pupils for their "friendly and affable" behaviour, described as "rough and ready". But a black mark goes to the condition of the school's premises. The staffroom contains damaged furniture, the hard courts have damaged, potentially dangerous surfaces, and draughts suck rubbish into the building, and blow it along the corri-

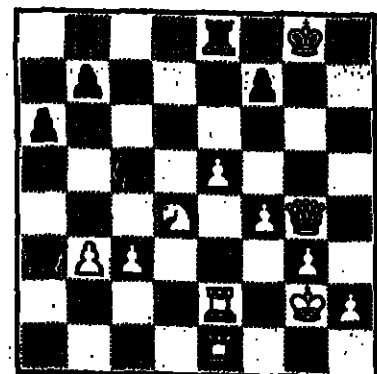
Chess contest rivals square up

by Harry Golombek

The Times British Schools' Chess Tournament, 1983-84, has reached an important stage. Play within the 29 zones is at an end, and of the 497 schools that entered the competition, 29 schools have reached the interzonal stage.

Five leading chess-playing schools have been given byes into the next round: Belfast Royal Academy A; King Edward VI School, Southampton; Magdalen College School; Royal Grammar School A, Newcastle; and Queen Mary's Grammar School, Walsall (last year's winner).

The draw for the first round is: Ashton-on-Ribble School v. Alva Academy; Alagor School v. Bluecoat School; Glyn School A v. St. Olave's School; Haberdashers School v. Ilford County School; King Edward's School, Birmingham A v. King's School, Peterborough; Leeds Grammar School v. Nottingham High School A; Manchester Grammar School A v. Bradford Grammar School; Marlwood School B v. Plymouth College; Monmouth School v. North College; St. Michael's School, Stevinge v. Aylesbury Grammar School; Tunbridge Wells Boys' Gram-



Position after 27... N-B4 mar School v. St Paul's.

This is the first interzonal appearance for Ashton-on-Ribble, Monmouth, North College, Marlwood, Tunbridge Wells and Aylesbury. All this activity comes to its high point in July, when the semifinals and finals are due to be played at St. Ermying Hotel in London. Who is going to win? Keep your eye on St. Paul's, Queen Mary's and King Edward's.

The following game was played on first board in the match between Queen Mary's, Walsall, and Penkridge Middle School on February 29.

White: M. Wheeler (Queen Mary's). Black: J. Cooper (Penkridge). Ruy Lopez, Steinitz Defence.

1 P-K4, P-K4; 2 N-KB3, N-QB3; 3 N-N5, P-Q3; 4 P-Q4, B-Q2; 5 P-B3 (a little unusual; normal is 5 N-B3). 6... P-K4 (this and the following pawn move constitute a serious waste of time. Simply 6 N-B3 is good and the best of all is 6... P-K4). 6 O-O, P-R3; 7 B-N1, B-B7; 8 P-P, P-P; 9 N-P, Q-B5 (an unfortunate necessity, since 9... Q-B5 is good and the best of all is 9... P-K4). 10 N-B6, Q-N1; 11 B-B4, 12 N-Q2, N-K2; 13 O-K2, N-N3 (this move provokes further exchanges which are in White's favour. He should have tried to put some life in his game by 13... O-O).

14 B-K3, B-B7; 15 Q-B3, Q-O; 16 P-B4, Q-R1; 17 Q-R4, K-K1; 18 N-B3, Q-B3; 19 N-Q4, Q-N2; 20 B-Q2, P-Q2; 21 P-K4, N-B1; 22 K-N2, N-Q2; 23 O-B3, Q-R4; 24 P-K2, Q-P2; 25 P-K5, R-QN3; 26 P-N3, Q-R6; 27 Q-N4, N-B4.

28 P-K3 (a strong move that wins material no matter how Black plays). 28... N-KP (no better is 28... P-P; 29 N-B5). 29 P-B5, N-B3; 30 P-R4, K-R6; 31 Q-N7, Q-N2; 32 R-N1, Q-N7; 33 Q-Q4, P-B3; 34 R-R6, mate.

Plunging the knife in at the last supper

by a Special Correspondent

On the eve of the Schools Council's demise, 50 council staff dined together last Friday. It was a wake held in advance of the funeral and it positively reeked of nostalgia. Present were old warriors of the council's leading committees, veterans of its internal and external battles, united in opposition to the common enemy, the wicked Department of Education and Science.

Department officials were not present – they were the dogs that did not bark. But with the gentlemanly masochism so common in British institutions, they had actually been asked to come, unusual though it might seem to invite the executioners to the victim's funeral. They had replied that "it would be inappropriate for them to attend", surely a masterpiece of civil service meanness. Who decided that, one wondered? Walter Ulrich, perhaps?

Erasing his words like a Gulling gun, acting chairman Arnold Jennings reminded the convivial mourners of the council's triumphs and the DES's duplicity. Another speaker quoted John

whom we all loved, Rhodes Boyson: "We had to have a bloodbath to satisfy our back benches."

Respectable Tory leader, Alistair Lawson, opined that the council had been "a good thing". He could not see any rationale in the wrong decision to abolish. And Jack Wrigley, first director of research, conjured up from the vasty deep the spirit of that other old Tory, Sir Lincoln Ralphs. What a marvellously progressive, enterprising organization he had thought the council to be.

Present were six Founding Fathers, members of the Lockwood Committee, and three survivors of the old SSEC, along with a galaxy of teachers' leaders current and retired, and six former secretaries.

The gossip flowed freely and with malice aforethought. It was a memorable, indeed unique, occasion recalling the glories of an old Educational Establishment now being ground under foot by Thatcher's young turks.

NOTICEBOARD

PEOPLE...

SCHOOL APPOINTMENTS



Ms. Jane Hills (above) to be head of Riverside Primary School, Barmesley, South London.

Mr Hayden Drennan, head of Mayfield School, Portsmouth, to be principal of Portsmouth Sixth Form College which opens in September.

Mr Peter McCarthy, deputy head of St Mary's High School, Blackpool, to become head in September.

UNIVERSITY APPOINTMENTS
Dr Machin North has been elected principal of Jesus College, Oxford from October in succession to Sir John Habakkuk.



Mr Michael Buckley (above) to be director of the Language Teaching Centre at the University of York.

ADMINISTRATIVE APPOINTMENTS
Dr Graeme Barker, senior lecturer in prehistory and archaeology at the University of Sheffield, to be director of the British School at Rome for four years from October, after which he will return to Sheffield.
Mr Jack Laydon, Labour leader of Rotherham District Council, to be chairman of the Association of Metropolitan Authorities.
Mr Stephen Pail, head of physical education at Hayes Manor School, Middlesex, to be school liaison officer in the Health Education Council's education and training division.
Mr Michael Marland, head of North Westminster Community School, to be chairman of the advisory committee for the National Reference Library of Schoolbooks and Classroom Materials.
Mr Michael Yeomans, dean of the Faculty of Art and Design at Manchester Polytechnic, to be president of the National Society for Art Education.

RECENT PUBLICATIONS...

The *Bilingual Family Newsletter* is published four times a year. It covers recent research into bilingualism and enables parents of bilingual children to exchange information. The editor is George Saunders, author of *Bilingual Children: Guidance for the Family*. It is available on a subscription of £3 from Multilingual Matters Ltd, Bank House, 8a Hill Road, Cleveland, Avon, BS21 7TH.
Viewpoints, the first issue of a new journal which gathers together occasional papers on specific topics in basic education work with adults has been published by the Adult Literacy and Basic Skills Unit. It focuses on numeracy work with adults. It is intended to be published three times a year, and future issues are expected to discuss literacy needs of second language speakers and basic education provision for unemployed adults. It is available from ALBSU, Kingsbourne House, 229-231 High Holborn, London WC1V 7DA, price 85p plus 22p postage.

CONFERENCES...

April 27
National Association for Education in the Arts one-day conference on "Assessment in the Arts" in the Jeffrey Hall, University of London Institute of Education. The conference will formulate the association's response to the Assessment of Performance Unit's report, "Aesthetic Development". The guest speaker is Professor David Aspin. Details from David Elliott, 28 Oakroyd Close, Potters Bar, Herts EN6 2EN.

May 4
The Open Learning Federation annual meeting and conference will be held at St John's Centre, Lower Hardman Street,

Manchester. Speakers: Mr Frank Fisher, principal, Wolsley Hall, Mr Giles Radice, and Mr Stuart Dabiel. Details from the principal, Central Manchester College, Lower Hardman Street, Manchester 3.

May 5
"Planning a Small Expedition": a one-day seminar at the Royal Geographical Society organized by the Expeditions Advisory Centre. Details from EAC, c/o RGS, 1 Kensington Gore, London SW7 2AR. Cost £10 (£13 with lunch).

May 12
History of Education Society conference on "Teaching History of Education in School" at Westhill College, Birmingham. The opening lecture by Dr Robert Unwin will be followed by small primary and secondary workshop groups. Details from Patrick Organ, Conference Secretary, History of Education Society, Avery Hill College, Bexley Road, Eltham, London SE8.

May 12
"Educating Earth": a symposium organized by the Oxford Society for Applied Studies in Education at the University of Oxford Department of Educational Studies, Northam Gardens, Oxford. The opening address by Maurice Holt will be followed by exhibitions and presentations on ecology, development education, multicultural education, the arts, health education, peace studies and technology and society. Details from Bill Eastwell, 50 Pinewood Green, Iwer Heath, Bucks SG5 0QH.

May 12
One day seminar on "Adapted PE for Children with Learning Difficulties and/or Movement Control Problems" at the College of St Paul and St Mary, The Park, Cheltenham. Details from Lynne Spackman, the Curriculum Development Centre, at the college.

Correction
The annual conference of the National Society for Art Education will take place from April 25-27 and not April 5-7 as announced in "Noticeboard" on March 23. Details from the General Secretary, 7a High Street, Corsham, Wiltshire SN13 0ES.

INFORMATION WANTED...

The Association of Art Historians' schools sub-committee is looking into the feasibility of publishing a booklet listing in-service courses for art teachers, names and addresses of organizations running art and design history classes at all levels, conferences and other activities of interest to art teachers. Anyone wishing to contribute by supplying details of courses or names and addresses of organizations should write to Iain Gibson Cowan, Faculty of Art and Design, Gwent College of Higher Education, Clarence Place, Newport, Gwent.

Information for the Noticeboard should be sent to Mary Crickshank at The TES, Priory House, St John's Lane, London EC1, to arrive at least nine days before publication.

Grant aid for integrated school angers Unionists

by Mary Kelly

Unionist councillors in Belfast have attacked the Government's decision to give public funds to Lagan College, the province's only integrated comprehensive school.

Mr Nicholas Scott, the Northern Ireland Education Minister, announced last month that the school, which has had financial difficulties, would be given maintained status. This will mean that the Government will pay for 85 per cent of new building work and all the day-to-day running costs.

Until now Lagan College, which was created in 1981 by a group of Catholic and Protestant parents, has survived largely on voluntary contributions. The school started with 28 pupils and now has 168 in forms one to three, but it hopes to expand to around 450 pupils.

Unionist councillors have, however, complained that money was being given to Lagan College at a time when the Belfast Education and Library Board was being forced to close a number of its schools.

Councillor Joe Coggle said the announcement was a "slap in the face" for the board. He said the Department of Education was insisting that secondary schools needed 600 pupils and primary schools, 220, to remain viable, yet it was granting public money to a much smaller school.

Councillor Sam Wilson of the Democratic Unionist Party said his party was in favour of integrated education, but this should be in state schools. He accused the Minister of bowing to pressure from a "middle-class lobby" which wants a pseudo-grammar school while at the same time imposing hardship on working-class children.

But Mr Tony Spencer, another member of the board and one of the school's founders, pointed out that Lagan was a rural school in the Castlereagh Hills and satisfied the

Department's criteria for a viable school.

In the end, the board narrowly defeated a proposal to condemn its decision to aid the college.

Mrs Cecilia Linehan, secretary and founder member of the college, said the Minister's announcement had come as a "tremendous relief" and would encourage other schools to make use of the 1978 Act and introduce integrated education.

"We never wanted to get up a fee-paying school but we had no choice. We had to start the school at our own expense and beg money from various charities and trusts in Ireland and Britain," she said.

"Parents who can afford it pay the £600 tuition fees, but we were determined that Lagan should not be an elitist school for middle-class children, so we provided bursaries for parents who couldn't afford the fees. At the moment more than half the parents pay no tuition fees."

But with running costs amounting to more than £20,000 a month, the school was finding it increasingly difficult to manage. "We would have to go into debt, and take on bank loans, but we would never think of closing the school," Mrs Linehan said. "There is too much at stake."

She also said there was massive community support for integrated education in Northern Ireland. "In a survey some years ago, two-thirds of the people polled said they were in favour - but until we started, there was nowhere for them to go."

"In the past there have been a few Catholic pupils at state schools and a few Protestants at Catholic schools, but that is assimilation, not integration."

She added that there was also a great deal of support from teachers in the province and said a number of the Lagan staff had taken a big drop in salary to work at the school.

Cut £400,000 off costs - parents

by Nick Wood

A parents' group has drawn up a £400,000 savings package aimed at keeping open the country's biggest coeducational state boarding school.

A report sent to Norfolk education authority says that administration of Wymondham College "leaves a great deal to be desired" and recommends closing three of its six dining halls, reducing the number of matrons, nurses, caretakers and cleaners, and making energy savings as a way of bringing the running costs into line with income from fees.

It also says that even the poorest families, who pay nothing towards the cost of boarding, should have to pay a minimum of £250 a year - the equivalent of 37 weeks' child benefit. But the maximum amount charged to parents for boarding should be pegged at £1,800 a year for another 12 months.

Mr Richard Thomson, chairman of the group, whose 14-year-old son is one of Wymondham's 670 boarders, said that there were some remarkable inefficiencies in the running of the school.

"If it was a business, it would have gone bankrupt a long time ago," he said. "It's far too expensive. I'm not sure the education committee should have got it under review, though they should have done it three years ago."

Mr Thomson said that the group had discovered that family incomes were not being assessed each year and that some children continued to get free or

cheap boarding rates even when parental circumstances had improved.

The parents urge the authority to appoint a full-time administrator to the school to take over responsibility for its day-to-day management.

Mr Bernard Farrant, press officer for Norfolk, said the authority did not accept the parents' criticisms, although he recognized they had been made in good faith.

"We want to talk to the parents about these things and a number of others."

"It's easy to draw a parallel with a business, but there are important differences and maybe these need to be explained and understood a little better than they are."

Wymondham's future was called into question earlier this year when the education authority, faced with urgent repairs to the dilapidated, wartime Nissen huts that house half the classes, began consultations on three options, including closure.

The authority says that it would cost £400,000 to refurbish the buildings and £1.15m to replace them with modern classrooms and laboratories.

Unexpected pupils save jobs

Richmond on Thames education committee is to reconsider planned cuts in teacher numbers because it has more pupils than it thought.

A £620,000 education cuts package approved by the Alliance-controlled council at the start of the month included a reduction of £190,000 in spending on teachers, to be achieved through a slight worsening in pupil-teacher ratios. This would have meant the council employing 27 fewer teachers than under the old staffing formulae.

The danger to jobs led to a threat by Richmond teachers to withdraw their goodwill, such as lunchtime supervision of playgrounds and participation in parents' evenings to help choose exam options.

But the council has now discovered that there are more pupils attending its schools (mainly from outside the borough) than the preliminary count had suggested. So, even with less favourable staffing ratios, the borough would not be able to make the planned reduction in teaching jobs and would have to find cuts elsewhere in the education budget.

Teacher representatives are to discuss the matter again next week with Mrs Alison Cornish, chairman of the education committee, and Mr Peter Waters, director of education.

Members of the National Association of Schoolmasters/Union of Women Teachers have already withdrawn goodwill. They want assurance that pupil-teacher ratios will not worsen.

CBI starts battle against higher trainee allowances

The first shot in the battle over allowances for youngsters on the Youth Training Scheme was fired last week. A senior official of the Confederation of British Industries gave a warning that if the allowance was raised many employers would opt out.

Mr Tom King, Secretary of State for Employment, has announced that the block grant of £1,950 a head paid to employers is to go up, but he is waiting for the recommendation of the Manpower Services Commission as to how the extra £100 a year should be used.

There is pressure from the local authorities for higher fees from employers for the off-the-job training in colleges, and at the same time demands from the unions that the £25-a-week trainee allowance should go up.

Mr John Davidson, the CBI's Scottish director, said at a conference at Peebles organized by the Duke of Edinburgh Award scheme that employers were already subsidizing

trainees by as much as £20 a head. Rather than pay a higher allowance they would opt out next year.

Mr Davidson also attacked attempts to get some employers to pay trainees more than the allowance, which he claimed could put the whole scheme at risk. He said that youngsters should be encouraged to seek training with the prospect of a better job later rather than take a dead-end job which might pay more but offered little real security.

Mr Davidson's remarks puzzled some trade union officials and youth leaders, who point out that the trainees who are most likely to be getting more than the allowance are those recruited under agreements with the unions, which lay down detailed programmes of training for apprentices carrying out their first year of training under the YTS. They recall that the CBI itself has accepted the principle that employers should be free to pay more than the allowance if they wish.



John Davidson: employers might opt out of YTS.

Government asked to clear up doubts on future of YTS

The Government is urged to make clear its intention towards the Youth Training Scheme in the current issue of the influential *Lloyds Bank Review*.

The Government's longer-term commitment to universal foundation training has been put in doubt by the latest training White Paper, an article in the magazine says.

"By treating the YTS as just a glorified careers scheme and omitting any mention of the objectives proclaimed in 1981, the Government suggests lack of intention to take the YTS down the path of universal initial training," says the author, Mr Paul Ryan, a Cambridge economics lecturer.

He adds that clarification of the Government's policy intentions is a matter of great importance.

Mr Ryan argues that training makes little sense without a successful policy on jobs, but says that foundation training may justify itself on the grounds of its educational content.

He questions whether universal vocational preparation is justified purely on economic grounds, pointing out that despite new technology, many jobs in the future will still require little more than discipline and attention rather than the kind of learning gained from foundation training. "Even if job changes require more flexibility from workers, they are unlikely to put to use much of a foundation training for those who end up in low level jobs."

So far in the YTS, the objective of improving youth training has been subordinated to that of reducing youth unemployment, Mr Ryan concludes.

Among the key features of the scheme that have been dropped in the face of employer resistance he lists:

- the requirement that schemes meet eight quality criteria;
- tying training to broad occupational requirements;

- the idea of a detailed statement of activities and achievement at the end of training; and
- legally binding training plans as part of the employer's contract.

Mr Ryan says that, despite signs that the MSC is giving higher priority to quality control, the effectiveness of monitoring is ultimately restricted by the low importance the Government attaches to it.

The YTS as it stands, warns Mr Ryan, offers little prospect of solving the long-standing problem of training for key skills. A firm which takes full advantage of additionally payments can save roughly £2,500 for each first-year apprentice - more if it pays only the trainee allowance rather than the normal apprentice rate. But because there will in future be no financial assistance towards the cost of training beyond the first year, the scheme is unlikely to reverse the decline in apprentice numbers.

Mr Ryan compares the attitude of the Government towards training schemes for the young with its new hard-line market approach towards adult training, and says that the inconsistency cannot be justified. "Narrow commercial criteria cannot be used as indicators even of economic benefits," he claims.

"If economic considerations are given pride of place, then they count for youth as well as adult training and the policy of universal training becomes suspect... if equity is also to receive weight, it must form part of policy for adults as well as youths," he says.

But Mr Ryan ends on an optimistic note. It will take time to develop a national system of foundation training, but the present deficiencies in the way it is financed and inspected could be put right quite quickly, given the political will, he says.

Colleges warned to adapt

Colleges last week got a blunt warning of the implications of the training White Papers for their work, much of which could be taken away unless they are willing to adapt to new demands.

The warning came from a key official in the Youth Training Scheme, Mr Mick Farley, an assistant secretary of the college lecturers' union, NAT-FHE, who is on secondment to the Manpower Services Commission.

Mr Farley told a meeting of lecturers that the White Paper envisaged that "not necessarily all" the college

funds which the Government is switching from the local authorities to MSC control will still go to colleges. He had no doubt that the colleges could, if they wanted, meet the challenge of the YTS and of other new client groups. They had to show, however, more flexibility and a willingness to listen to employers and trainees.

"Above all, they must welcome trainees into their premises and treat those young people with equality and respect," he added.

MSC theory on transfer of skills questioned

by Jane Pickard

One of the most fundamental ideas behind the Youth Training Scheme is to be challenged in a study prepared for the Manpower Services Commission.

John Annett, psychology professor at Warwick University, who has already written one booklet for the MSC on re-learning old skills, believes that the theory that people can easily apply skills which they learnt in previous jobs is highly suspect.

The idea, known as skills transfer, has been used to design courses for teenagers on YTS on the assumption that they might then be able to get a number of different jobs in an occupational group or "family".

But Professor Annett is convinced that there are many skills, such as measurement in engineering, which have to be re-learned depending on what is being measured, and he is calling for more varied work experience on YTS.

This has serious implications for the whole way the YTS runs: trainees at present are likely to spend most of their time at work learning one job.

Professor Annett is very sceptical of the occupational training families (OTFs) used by the MSC which he sees as arbitrary and likely to revive the old-fashioned concept of exclusive trades.

"In fact, most people can do anything if they are taught," he says.

But the MSC's Careers and Occupational Information Centre has this week sent out a teaching pack for schools which describes the occupational training families and urges teachers to use them as a basis for a new approach to careers education.

The teachers' notes assert confidently that young people will be able to transfer skills they learnt in one job to others in the same occupational family. OTFs and their claim to embrace transferable skills are already accepted within some parts of the education services. They are the basis of the courses which have been introduced in some schools operating the Technical and Vocational Education Initiative, and the concept is being used in some industrial training board programmes and by the City and Guilds Institute.

The COIC pack even tells teachers that pupils should be encouraged to take the skills they need for leisure and home life into account in choosing an OTF.

Edited by
Mark Jackson



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Teachers saying 'no thanks' to the Big Apple

UNITED STATES

Jeremy Gavron on a staff exodus from New York schools.

New teachers in New York City are taking one look at the classrooms and resigning. Of six thousand teachers hired for the present school year, one quarter had thrown in the towel by Christmas, according to the Board of Education.

"College students, straight after graduating, are put in a classroom of 35 kids, some of whom don't even speak English, and are expected to cope," said Mr Bob Terie, a Board of Education spokesman.

The Schools Chancellor Mr Anthony Alvarado, told the *Daily News* that the ones who quit were not really teachers. "Just people who needed jobs". But Susan Glass of the American Federation of Teachers disagreed. "I don't believe the Chancellor," she said. "Anyone who applies for a teaching job must have taken a number of teaching courses at college, and anyway it is generally the best teachers who leave first; the ones who have other options and can get jobs elsewhere".

On a national level few of the best students are going into teaching careers. A recent analysis of the academic ratings of students studying for professions in college, by the American College Testing Service, found those planning to be teachers ranked 14 out of 19 in English and 17



Lower East Side, New York... tough on teachers.

out of 19 in maths. The attractions of teaching in New York have understandably declined. "Teachers remember their own school days fondly," Susan Glass said, "but when they have to start teaching in tough city schools they find it much more difficult and less rewarding than they anticipated".

A survey of 5,000 teachers in the city in 1982 revealed that over half would not enter the teaching profession if they could begin again. A third of them said they had been violently assaulted in the school. Many teachers habitually refuse to go to the cloakrooms alone and policemen regularly patrol school corridors.

New teachers are also often given little help, and have nowhere to send problem children. "More guidance counselling," Bob Terie said, "might make the difference between a new teacher saying I can't take it, and sticking it out".

Moreover, teachers have no say as to where they are assigned, and integration programmes may force a white teacher to travel a long way to teach in a predominantly black area, or vice versa. On top of the 1,500 teachers who gave up in their first few months, there were a further 750 teachers hired who didn't even show up for their first day.

Over the last decade, the declining birth rate of the 1970s meant that enrolment of schoolchildren was continually falling and that there was always an excess of teachers. But that trend is turning round, as in the words of Beverly Wright of the New York Census Bureau: "The baby-boom babies of the years between 1946 and 1964 have themselves begun to have babies." More and more teachers are going to be needed.

A report released in August 1983 by the Carnegie Foundation for the Advancement of Teaching suggested that the current situation "appears to foreshadow a more general shortage of qualified teachers in all disciplines and at all levels".

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Unions seek shift in cuts

ISRAEL

Benny Morris on efforts to save teaching jobs.

Israel's main teachers' union has called upon the Government to cut kindergarten tuition by one hour a week to save 7,000 teaching hours in primary and junior schools.

The Government's recent across-the-board 10 per cent cut of all state services, including education, has meant the loss of some 50,000 teaching hours. Many of these hours have been cut from primary and junior high schools, in enrichment subjects, such as art, music and agriculture. But the Hlalatrut (Labour Federation) teachers' union wants more of the cuts to fall on kindergartens. It said at a meeting at its Tel Aviv headquarters.

Mr Yitahk Wether, the union's deputy secretary general, said the loss of an hour a week by kindergartens "would not be significant", but the cuts in the enrichment subjects would be

seriously felt in the schools. Mr Wether said that kindergartens - which are compulsory, and free for children aged five and six - should be closed at noon on Fridays rather than at 1pm. The hour saved could help restore to the primary and junior high schools many of the hours recently cut.

Labour politician Ms Ora Namir, who chairs the Knesset (Parliament) education committee, told the meeting that the Government is bent on lowering the level of education to open the doors of universities to more students with a poor level of achievement.

"In Jordan, there are 16 students per thousand of population. Among the Palestinians, the figure is 20. In Israel, it is 15. If we lower the standard to raise the numbers, we will be becoming integrated into this region (the Middle East) in a way none of us seeks," she said.

In surveying the poor performance of the country's school system, Ms Namir said that a full "17.5 per cent" of male soldiers in the compulsory com-

script army (ages 18 to 21) reach the army without basic educational skills. "Anyone who tells me you can teach more in less hours, and that budget cuts will mean more efficient education, does not know what he is talking about," she said.

Ms Erica Landau, a psychologist who runs a programme for enrichment in arts and sciences for gifted children, said at the meeting that the cut in special academic subjects such as art and music will "increase the generation gap". She meant that the Israeli youngster would emerge from the school system unfamiliar with many of the basics of western culture, unlike his parents, who had come from Europe richly endowed in terms of culture.

Mr Elhanan Eilat, the head of a major Tel Aviv vocational school, said that it was important for people studying and working in technology to study arts and humanities "so that they do not lose sight of human values".

The meeting called on the Government to stop cutting the education budget.

The beginnings of sensitivity amid shells and hard knocks

CAMBODIA

Frances Forbes on rudimentary classes for Khmer refugees

Five years ago when the first Khmer refugees settled in camps along the Thai border, only eight of them had training in education. Together they could come up with only two musty text-books which were written in French and published in 1953.

Ms Soehua Mu, the coordinator of education and social services for the United Nations Border Relief Operation (UNBRO), recalls the account of their early efforts. "They sat in a hut trying to remember what they had learned years ago, and piecing the lessons together. One of them wrote, using the tops of boxes for a slate, while, outside, shelling was going on."

Despite these beginnings, and with assistance from UNBRO under the umbrella of the World Food Programme, schools now operate in 12 of the camps. About 700 teachers conduct classes in two shifts daily, and more than 20,000 children attend.

Class sizes have been reduced from about 50 students to 40, but there is still a shortage of teachers. Authorities say even more pupils would be enrolled if there were enough instructors to go around.

At Ban Sangae, one of the camps in the central border region (also known by the Khmer name of Ampil), a teacher training course turns out 75 new trainees every six months. Anyone who wishes to become a teacher is encouraged to do so, and only the minimum skills of literacy are required.

Nevertheless there are constant efforts for improvement. A central committee in Ban Sangae oversees

matters of training and curriculum with technical and financial help from WFP/UNBRO. Soehua Mu and one assistant work closely with the educators, conducting in-service instruction at several of the camps, and are trying hard to enlist more women as teachers (at present only 30 per cent are female).

Training is often a question of changing existing attitudes and expectations. According to Soehua Mu, people in the camps have too frequently come to believe that childhood is simply a series of hard knocks. Perhaps as some sort of self-protection, they have come to accept sickness, beatings, and abandonment as norms. For this reason training is as much a course in sensitivity training as in methodology.

Many concepts are still very new to the Khmers, who are accustomed to the age-old methods of recitation and rote memorization. Schoolyards often resound with the sing-song tone of lessons, and discipline is strict and formal. Even the idea of small chairs for small pupils was a revolutionary one, and had to be introduced gradually.

Student teachers undergo training for all levels of primary school. At the end of the course they are assigned a camp and classroom by the central committee. Those who are sent to the more remote camps get a promotion after one year's service - it is considered preferable to teach in the higher grades, and as is often the case in other parts of the world, most teachers aspire to an eventual administrative post.

Schools supported by WFP/UNBRO are limited to the primary level, although the Khmer do operate a "boarding school" at Ban Sangae for 11- and 12-year-olds, as well as adult literacy classes in several of the camps. In the first two primary grades

children learn the customary three Rs, reading, writing and arithmetic, and are taught health education. A new addition reflecting attempts to improve is a class in "songs and games". In the third year, instruction in applied science and agriculture is added to the curriculum.

Books and materials are produced by the refugees. Copied by hand from old primers and library sources, they are printed in the Khao-I-Dang Holding Centre for Khmer refugees in Thailand. The texts, which must be apolitical in tone and content, are approved as teaching tools by both UNESCO and WFP/UNBRO officials. Children learn to treat these books with respect, and are encouraged to cover them in plastic.

Notebooks and pencils are a special privilege, kept for those who have learned how to use them. The younger children use slates until they are proficient in writing and can graduate to crayons and pencils. Bamboo sticks and even leaves prove useful for mathematics, and cloth charts assist the language arts.

Private institutions and charitable organizations also support the educational effort. One international voluntary agency active on the border recently gave several thousand uniforms to children in camps which had lost everything in last year's Vietnamese offensive. Some 1,500 children stood clapping in a moving ovation which lasted several minutes, as the relief workers and camp administrators arrived. After the uniforms were distributed, a group of small boys and girls modeled their new outfits, while their classmates looked on in delight.

For some, however, the new uniforms proved too small. Among the primary schoolchildren are adolescents who haven't had the chance to complete the early grades.



New uniforms... a rare treat for victims of war.

Compromise for the crammers

TURKEY

Turkey's private cramming schools, which have been under threat of closure for almost a year, now seem almost certain to be reprimanded.

The *Dershane* work alongside the state education system rather than in competition with it, providing special courses, often at weekends, to help 400,000 children through the rigid examination system upon which entry to university and the more prestigious middle and high schools depends.

Although they were due to be closed this summer under a law promoted by

the military-appointed government of Mr Bulend Ulusu, they have been registering pupils for the 1984-5 school year and it now looks as though their optimism is to be rewarded.

The Ulusu government claimed that the activities of the cramming schools ran counter to the principle of educational equality since they only helped the children of parents who could afford the fees. But the new civilian Government seems to think that to close the *Dershane* would be to play into the hands of even more demanding private tutors.

As a result, a compromise appears to have been reached following a

meeting between Mr Vehbi Dincerler, the Education Minister, and the owners of some of the schools. Under the new agreement, the schools will have to undergo state inspections and will be obliged to set aside 10 per cent of their places for children unable to pay the fees. In compensation they will be permitted hefty price rises.

The reprieve is perhaps unsurprising in view of the ruling Motherland Party's support for private enterprise (it has even proposed selling off shares in the Bosphorus Bridge).

Bernard Kennedy

Socialists in disarray over funding of private sector

FRANCE

Mary Follain on the draft legislation to make local authorities contribute more to private schools.

Disarray among France's ruling socialists over Government plans to integrate private schools more closely with the state sector has been highlighted by the leaking of a letter from the Interior Minister, M Gaston Deferre, to the president of the National Assembly.

In the letter, published in a right-wing magazine, M Deferre is strongly critical of his Government's plans to make local authorities contribute more to private schools in their areas.

The added expense would be too great for the authorities, he warns, and would only antagonize them. In turn, private schools would lose confidence in the new scheme and the ancient war between the two school systems would be no nearer solution.

The letter was leaked before the recent publication of the new draft law on private schooling (TES, March 23). As the law stands at present, small localities or *communes* are expected to contribute to private schools under contract in their area, but under the new legislation the principle of compulsory contributions would be extended to larger administrative authorities, the *departements* and the regions, who would, for the first time, have to pay the running costs of private secondary schools in their areas.

At present, the state contributes

towards the running costs including teachers' salaries of private schools under contract.

The draft law rules that the *communes* will pay out for primary schools, the *departements* for comprehensive schools and the regions for lycées.

In calculating contributions, the cost of a private school pupil will not be allowed to exceed that of one in a state school. At present, the cost per pupil varies greatly according to the area, from 200 francs (£17.50) to 1,200 francs. The state will continue to pay teachers' salaries.

The law would also introduce a modification in contract between the state and private primary schools which, M Deferre warns, would cost the Government between 300 and 600 million francs. The change would replace the most simple form of contract, under which the *commune* does not have to contribute towards the running

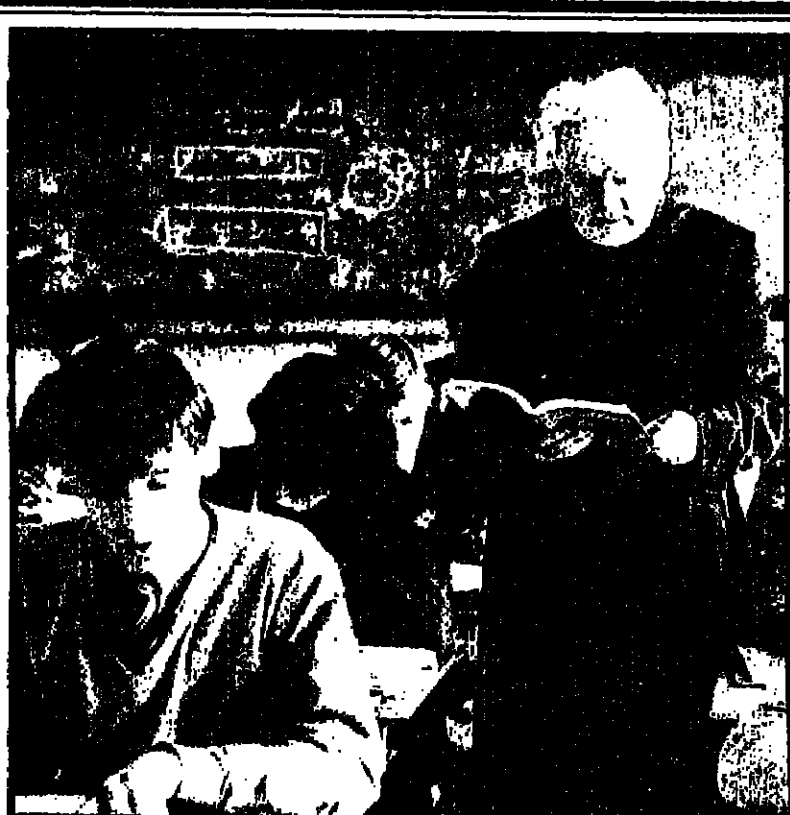
costs of primary schools, with one which makes contributions compulsory.

Sixty four per cent of private schools are under a simple contract at present, but the new Bill stipulates that these will expire in four years' time. If the schools wish to continue to receive public funds, they will then have to change to the second form of contract.

Although the financial advantages of the new contract are greater, private schools have been reluctant to commit themselves in the past, since it has meant a loss of autonomy.

M Deferre's criticisms are not motivated by socialist ideology, unlike criticisms now coming from some of his fellow socialists and communist Members of Parliament, who cannot forget President Mitterrand's election promise of a "single, lay public education service" and who feel the new law simply enshrines the contribution of the dual system.

The Education Minister, M Alain Savary, does, however, have his chambers. Nine socialist members of the National Assembly have issued a call to support the draft law which "while it cannot be wholly satisfying" is a "state of equilibrium" which should allow both sides in the schools' war to reach an agreement at last.



Boys only: Rev Brother David Lynam of St Mary's Christian Brothers Grammar School, Belfast, teaches A level maths.

The Brothers welcome girls into the fold . . .

IRISH REPUBLIC

The Christian Brothers, Ireland's largest teaching order, seem certain to break with a 180-year-old tradition by admitting girls to their schools.

The CBs, as they are usually referred to, run about 84 boys' secondary schools and 100 primary schools in the Republic.

Although members of the Order teach girls in some other countries, notably Australia, they have steadfastly refused to drop their boys-only policy in Ireland until now.

Their decision to go coeducational does not, however, mean a radical change of heart on the part of the Brothers. Rather it stems from the fact that in many small Irish towns there are often two or three antiquated schools which need to be amalgamated in newer premises.

The first coeducational venture for the Christian Brothers in Ireland is likely to be in Ballinrobe, County Mayo where the local schools - a boys' school run by the Brothers, a girls' school run by the convent of Mercy Order and a small coeducational vocational school - have agreed to merge into a community school.

This would be run by a management board, directly answerable to the Education Ministry. Community schools are a combination of the academic private secondary schools and the local authority-run vocational schools.

The Education Minister, Mrs Gemma Hussey, has yet to approve the proposal formally but she has welcomed the Brothers' indication that they are prepared to teach girls. She said that a ban on coeducation was anachronistic.

John Walsh

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LETTERS

Dodging the hook

Sir - On the front page of *The TES* (March 23) Billy Hargreaves writes: "Ministers are considering strengthening the powers of school governing bodies as an indirect way of increasing parental influence in schools". On the back page Ted Wragg writes about possible educational benefits of "some" supposedly futile gesture. The gesture has already been made. Ted, by the very governing bodies and parents' associations whom ministers are supposed to be strengthening.

In January, following two meetings of the chairmen of Northumberland's 16 high schools, it was proposed to send delegates to discuss county educational problems with Sir Keith Joseph, the Education Secretary. The result? A mixture of DES avoidance and inefficiency which has annoyed governors, parents and teachers throughout the county. Futility gesture? - will this do Mr Wragg?

1 The DES "lost" the first of the governors' letters.

2 Nevertheless, Mr Bob Dunn, in answer to a parliamentary question from Alan Beith, MP, stated that a letter had been received from two of the governing bodies, though all sixteen had requested a meeting.

3 Meanwhile, the DES statistical branch had admitted to believing that "Northumberland was part of Tyne and Wear" instead of an independent authority.

4 Seven weeks after the first approach a letter from Mr Hassan of the DES arrived in Northumberland; it made little reference to the county governors' case and said that the minister would not receive the delegation.

Memo to the ministers - the chairmen of the governors who wrote the letters requesting the meeting with Sir Keith is a salient and true fisherman of noted tenacity. He expects people to practice what they preach. He, the governors and parents of the 16 high schools, are appalled at the lack of courtesy, understanding and knowledge which has been displayed as a result of Northumberland's "supremacy" futile gesture.

J L CUTHBERT
Headmaster
Ashington High School
Northumberland

Sexist (head)ing

Sir - I trust I am not the only one of your readers to express my horror at the blatantly sexist sub-heading, "Headmasters", in the "Improving morale" section of your summary of the Hargreaves' Report, which was surely not one of Dr Hargreaves' own headings.

Would you not have done better to pay heed to your own editorial comment suggesting submitting all the inner London Education Authority initiatives (including equal opportunities) into one report?

LIZ WALTON
59 Linton Street
London N1

Racist joke

Sir - I think it was a great pity that you chose to snitch Dai Xu's article (Talkback, *TES*, March 23) with an unfunny, rather insulting cartoon, an affirmation of international friendship was used as the base for a racist joke.

DOUGLAS TURNER
10 Highfield Road
Derby

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Why pander to the soloist who is out of tune?

Sir - I resent the implicit damning criticism of Eltham Green School's music department, contained in M. Bennetts' (*TES*, March 23).

When I arrived at Eltham Green in 1974 the music department was in the process of being revived from a previously low level of activity under the leadership of John Chapman, now an Inner London Education Authority divisional music coordinator. By the time Mr Peter Dawson left the school in 1980, 5 per cent of curriculum time was devoted to music in years one to three, CSE and O level courses were established in the fourth and fifth years, as well as provision for those unable to cope with the problems of a full examination timetable, entered for by the social education department, while A level music and a general studies course in electronic music was being pursued by sixth-form students.

In addition nearly 250 pupils were receiving instrumental tuition from a team of 17 visiting teachers, while the music department ran choirs, concert

bands, a string group, brass groups and recorder groups in the lunch hour and after school. Such a dramatic revival of a department does not happen without a dynamic head of music and the active support of the headteacher in terms of resources and a personal commitment to the arts.

M Bennetts might care to know that 39 pupils from Eltham Green performed at the Queen Elizabeth Hall on March 27, though I doubt if this will receive as much media attention as any of the bizarre happenings of George O'Dowd, known as "Boy George". I would argue that the music department should exist more to facilitate the music making of all the children in its care than to feed the monster ego of one individual.

D E T RUFFER
Director of performing arts and head of music
Eltham Green School
Queenscroft Road
London SE9

Tasselled truant

Sir - Please allow me to comment on the hilarious hullabaloo surrounding my erstwhile pupil George O'Dowd, now transmogrified into a downmarket version of Danny La Rue, in the words of his latest single: "It's a miracle". But how did this magical transformation come about?

Mr M Bennetts provides a clue (*TES*, March 23). My colleagues and I absolutely failed to motivate George in the classroom. He rejected school as an institution and formal education as an activity. He did so despite massive efforts - not to mention disproportionate expenditure of resources - to provide him with a personal programme to meet his particular needs and interests.

Teachers regularly face this situation with a minority of pupils. By the time some young people reach the last year of compulsory education, they have had enough of it, and it has had enough of them.

So we come, pat, like the catastrophe of the old comedy, to the critical question raised every year by the existence of a small body of

persistent 15-year-old truants. How are they to be motivated? I respectfully suggest that it can be done by precisely the method adopted in the case of George O'Dowd - they should be released from the school system and allowed to go their own way. In short, there should be a more flexible leaving age than at present.

I am not, of course, the first to suggest that. It has been proposed time and again by headteachers, politicians, and parents alike. He of the tasselled tresses is simply a reminder that the problem giving rise to it will not go away.

Let me in conclusion challenge the suggestion made by Mr Bennetts that Boy George is a non-conformist divergent figure (sic). He is exactly the opposite, having simply climbed on the popular unisex bandwagon in order to make a bob or two. He is a typical product of consumerism. It is questionable whether the education system should be reorganized to produce more of the same kind.

PETER DAWSON
99 Friar Gate
Derby



Federation alone cannot save schools.

Village idyll

Sir - I much enjoyed the three *Village School* programmes from BBC Midlands featuring Ebrington School. It was for me a delight to see examples of the best of primary practice, to see skilful handling of teaching opportunities, to see easy but firm relationships between teachers and children, and complete absence of tension in the classroom.

Such programmes give the lie to our critics - and they are many - who would have us believe that education is fast going to the dogs, if it has not already arrived there. Congratulations to the BBC.

My interest in these programmes, however, was somewhat marred by the assumption, spoken and implied, that federation with the larger Chipping Campden School preserved Ebrington



Stockwell Park's difficulties should be viewed within the context of its rapid amalgamation.

Stockwell Park

Sir - We write as the chair and the vice-chair of the advisory committee, which was responsible for the establishment of Stockwell Park School (comment and report, *TES*, March 16), to place certain aspects of the story in perspective.

It is widely accepted that there was not nearly enough time to organize the amalgamation of the three schools. Your report, however, failed entirely to mention the responsibility of the Secretary of State for much of the delay that occurred. The statutory public notices announcing the amalgamation (to be implemented in September 1983) were published in June 1982. It was not until the following February (1983) that the Secretary of State approved the proposals, without amendment. It was impossible to do any of the formal process of amalgamation in the intervening period, but to have delayed its implementation would have caused even greater difficulty and uncertainty.

Of course, no one denies that Stockwell Park has its problems - although we would not share Nick Wood's perception of them - in common with many other inner city schools, particularly those recently amalgamated. Of course, there is a debate within the staff, drawn as it is from three very

different schools, as to how those problems should be tackled. But Stockwell Park's difficulties must be viewed within the context of its rapid amalgamation, which has placed enormous pressure on all those involved or affected by the process.

Despite this, a great deal of effort, commitment and goodwill has already been shown by the staff and pupils, as well as by the authority, parents and the governors to launch the new school. At the same time as providing for pupils' immediate educational needs within the school, steps are also being taken to strengthen links with the local area so that the school can play a constructive role within the wider Stockwell community, an essential element in the school's future.

We believe that progress will be made with time, a commodity which so far has been in short supply. We hope that the interest of *The TES* in the school will be a continuing one and that you will be able to report, in a year's time, on some of the achievements we will have made since the amalgamation.

BRYN DAVIES
(ILEA member for Vauxhall)
SALLY MARULLO
(Chair of Stockwell Park governors)
The County Hall
London SE1

Bubb brigade

Sir - I am surprised that Stephen Bubb (*TES*, March 30) should reserve his strictures for the NAS/UWT in his comments upon the article on Stockwell Park School. Surely NAS/UWT and NUT were saying the same things. Perhaps his employment as an NUT headquarters official explains his selective indignation.

There is no campaign in the London NAS/UWT to have the cane restored just as there was no campaign to have it abolished. Teachers in ILEA are under far too much pressure to indulge in such diversions. The luxury of pursuing unrepresentative campaigns based on narrow party political dogma

remains the prerogative of the Bubb brigade.

Bubb's solution of sending in a social worker vividly displays the sheer unreality so typical of his breed of armchair educationists.

Excusing violent and disruptive behaviour on the grounds that the perpetrators come from disadvantaged social backgrounds is just the sort of condescending clap net that does so much damage, to the working-class children these people purport to protect.

PETER HERBERT
General Secretary
London Federation
NAS/UWT

IT and ITT

Sir - D A Turner (Letters, March 23) accuses my article of March 2 ("IT into ITT must go") of prescribing what ought to be attempted and deploring the fact that no examples of good practice exist.

On the contrary, I was hoping to suggest how information technology could be integrated into the three traditional areas of initial teacher training (professional studies, school practice and experience, and method work) as opposed to forming a self-contained 20-hour course. I was also attempting to show how objectives for such a course could be achieved by a mixture of lectures, seminars and practical work.

My aim was to promote debate on the future treatment of information technology in initial teacher-training, not to suggest that worthwhile courses don't already exist in colleges, universities, or polytechnics, since they clearly do.

J J WELLINGTON
Lecturer in Education
(Physics)
Sheffield University

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to edit or amend them.

LETTERS

Graded tests limitations

Sir - Mary Warnock appears, uncharacteristically, to have misunderstood the reason for the English advisers' apprehension over the possible introduction of graded tests in English (*TES*, "Personal", March 16). The problem is not that the learning of one's own tongue differs essentially from that of a second language (although it may do) but that the level of competence which can be judged by a graded test procedure is necessarily that which most native speakers can manage perfectly well without schooling.

Graded tests in modern languages typically assess the speaker's ability to find their way about in a meal or buy a present for friends: it is true that some children in mainstream schooling may not have all the social skills required to do these things, but they are unlikely to lack the necessary linguistic expertise in their mother tongue unless they form a small minority of the children with special needs

whom Mary Warnock has so ably championed.

Of course social and linguistic knowledge is indivisible in real-life communication: that is what makes mother-tongue teaching so complex and fascinating, and so impossible to reflect accurately in the kind of tests designed for communication competence of a much lower order.

The Inner London Education Authority's survey on comprehensive schools (*TES*, March 23) provides further evidence that the English advisers are right to be concerned about the possible adverse effects of a graded test procedure, or a situation in English teaching which, according to the survey, already "fosters highly instrumental attitudes to education". The organizational consequences of introducing graded tests in English into the first three years of secondary schooling (where they typically belong in modern language teaching) could very well exacerbate this tendency in

English teaching and positively prevent children "finding their own voices".

More positive and supportive ways of assessing true linguistic competence are in any case at hand: in the oral component of the 16-plus and in the criteria used by the language monitoring team of the Assessment of Performance Unit.

Mary Warnock can rest assured that the English advisers, in advocating an "organic" view of language, are as aware as she is that the aim of communication is that meanings should be made clear: those meanings should, however, be as complex and personal as each speaker is capable of and their range should not be restricted by the demands of a curriculum designed for a different purpose.

MARGARET COOK
12 Grosvenor Avenue
West Kirby
Wirral

Primary science

Sir - In a letter published in *The TES* on January 20, members of the Tameside Primary Science School Support Service expressed an interest in what others may be doing to promote good primary science.

The Association for Science Education has launched several initiatives aimed at supporting the work of primary school teachers involved in science work at class and school level.

It has set up a validation board for courses leading to the awards of ASE certificate, ASE diploma in science teaching (primary) and ASE diploma in science teaching (secondary). The primary awards are aimed at the classroom teacher and the teacher planner with a wider responsibility for science, respectively. Courses have direct relevance to the teaching situation and seek to enhance the on-the-job skills and science background of teachers.

Many teacher training establishments have had courses validated to date, more are in the process of doing so. The awards will have national recognition and worth.

The primary science sub-committee is compiling a register of teachers known to be concerned with science teaching. The intention is to use this list to inform and, where teachers express a willingness, to share ideas and experiences.

Membership of the ASE is open to primary teachers/schools and we look forward to the future involvement of interested teachers in our activities.

COLIN SMITH
Chairman
Primary schools
science sub-committee
ASE
1 Clayton Square
Newcastle upon Tyne



Avril Lines teaching on the Tameside primary science project.

Salford project

Sir - Your issue of March 16 featured an article by Hilary Wilce on the very interesting project being carried out by Tameside teachers under the auspices of the local education authority. Readers of that article might well be interested in a scheme which we are operating at the University of Salford physics department. Like Tameside we have three primary school teachers on one year's secondment. The teachers spend two days each week at the university and the other three days are spent in five schools (one half day at each school). These schools (unlike the Tameside venture) are retained for a year. The teachers who are supported by DES fellowships each come from different authority and each have five schools within their own area

(Bury, Rochdale and Salford).

The time spent at the university is a mixture of formal teaching, vigorous and wide-ranging discussion and project work. The fellowship scheme is in its first year but is being received most enthusiastically and is to be expanded to five DES fellowships in 1984-1985. New ideas are constantly emerging and it is planned to make increased use of the University MOBE (science buses) in the coming year as part of the teacher-fellow experience.

Perhaps I should add that last it be imagined that primary school science is proceeding as a series of totally unrelated projects we are in touch both with Tameside and Bedfordshire as well as several other authorities.

MERVYN BLACK
Department of Pure Applied Physics
Salford University

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Retaining ILEA

Sir - It is remarkable how mythology becomes established through constant repetition of untruth. Week by week there are references in *The TES* (and elsewhere) to "the constant attempts by the Government to break up ILEA". What are the facts?

In the late 1970s there was a campaign initiated by a few Tory borough leaders and a number of back-bench MPs to transfer ILEA's functions to the boroughs. Eventually the Government responded by setting up the Young Committee. This reported in favour of retaining ILEA and its recommendations were at once accepted by the Government: the very opposite of what is now alleged.

Now in the context of disbanding the OLC, the Government's White Paper declares at the outset that its policy is to retain ILEA as a unitary authority: again the very opposite of what is alleged.

For what reason do responsible journalists seek to perpetuate the myth?

ROBERT VIGARS
Members' Lobby
County Hall
London

Korner tribute

Sir - Eleanor Buchanan's long article on Alexis Korner (*TES*, March 9) was most welcome. I am pleased that our tribute to him at the Rock and Pop Awards prompted a further appreciation of his unique talent and personality.

I was disappointed, however, at the complete misunderstanding and consequent criticism of the award category. It is the Radio 1 DJ's Award for outstanding contribution to pop and rock music - just that. It has never been, or will be, "incessant or self-congratulatory". Previous winners have been Jerry Dammers, Trevor Horn, Martin Rushent, Nick Lowe and also, posthumously, John Lennon.

You will appreciate that this is not an award that could have gone to Alexis in his lifetime as much of his work was respected and deserved recognition. After his death the other DJs felt it right to pay this tribute. It comes a bit hard to be criticized for being "a bit late".

DEREK CHINNERY
Controller
Radio 1
Broadcasting House
London W1

Changing ways

Sir - As the predecessor of Mr Blackshaw at Dartington Hall School, I am pleased to see signs that the school and Trust are beginning to fight back - even (assuming your report on March 16 to be accurate) if it has to be done partly at my expense. After all, I spent 20 happy years at Dartington and left the place on good terms with most people there.

I do, however, think that my colleagues are trying to have it both ways when they say that there was too much talking when I was head and too little when Mr Blackshaw was.

It seems to me that there are only two ways of honestly creating change. One is to consult people about it and to involve them in the process. The other is to impose it directly from above.

I happen to be convinced that people have to try to be mature enough to take on the individual responsibility of following the first course. Mr Blackshaw preferred the draconian approach.

Are the staff at the school seriously implying that they prefer a third (and bogus) course of action which is a decision from above followed by a pretence of consultation?

What I do clearly remember is that when change was proposed there were those for it, those against it and those afraid that the changes proposed meant that they would have to change. Knowing full well how thoroughly people who are dragged into change can sabotage it, often unconsciously, I was concerned about agreement.

Indeed we talked; talked, talked at, talked through, talked around. However, when I moved on, I was certain of one thing, namely that people knew the direction of change and wanted it to happen. I am glad that the intervening diversion has not made them forget that fact.

JOHN WIGHTWICK
Head (1973-83)
Dartington Hall School
26 French's Road
Cambridge

Loaded bias

Sir - Peter Newsum ("Second Opinion", *TES*, March 23) put forward a good case for tidying up the "language of race relations and multicultural education".

It would appear that judging by the content of an article titled "Pupils show bias against Irish" in the same issue, that the statistics - and reporting - underpinning research into racial attitudes also need to be tidied up.

I was surprised by the tabloid type exposure given to research into racial attitudes of pupils in a single East Midlands school. In a school with 308 English, 250 West Indian, 101 Indian and 48 Pakistani pupils we are informed that the English came out best and the Pakistanis and Irish worst. In view of the numerical distribution of the groups, is this result surprising?

The pupils were asked to express their views, given somewhat "loaded" adjectives, on seven groups including Germans and Jews. The French and Americans it appears were not included.

Finally, the report compares the results with a similar study in 1975 and it is suggested that "self-rejection" has been replaced by an increase in "black pride" and that this could be due to the "promotion of true social integration in the school". Where does this leave poor Paddy?

SEAN O'REILLY
71 New Road
Bengo
Hertford
Herts

RE extension

Sir - Your report on the recent Religious Education Council survey on RE provision in England and Wales (March 23) was very helpful. Action is called for. One point should be added, however: the "recommendations" are introduced by a number of considerations. These include "the increasing concern over personal and social education, multicultural education, and the provision in a number of agreed syllabuses for the study of both religious and non-theistic attitudes to life".

The extension of the responsibility of RE in these three directions is a vital reason for increased opportunities and training. Dr HARRY STOPES-ROE
Chairman
British Humanist Association
and member of
Religious Education Council

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TALKBACK

Academic asylum

GRAHAM JONES

The Training and Vocational Education Initiative has received more than its fair share of critical attention in the last few months. Unfortunately, much of it is ill-informed and determinedly pessimistic as that by Bernard Barker (Talkback, TES, March 23). According to him, schools are "stumbling like dazed punters from a betting shop, clutching millions of pounds of MSC cash in used notes".

Nothing could be farther from the truth in the schools with which I am cooperating. Far from being "dazed", or overwhelmed by their windfall of "used notes", the schools are in a state of high alert, determined to protect the existing curriculum while seizing every opportunity to expand and diversify it in the interests of the children they serve.

Mr Barker's view of teachers, unusual in a head, is of a punchdrunk profession hit into allowing the curriculum to be "horribly distorted" by the rich and fiendish MSC. My contact with teachers shows them to be a resourceful set of committed people, welcoming the chance to review their own teaching styles, secure benefits for their schools and take part in the sort of carefully controlled experiment which must be made if schools are to meet the needs of children of all abilities and interests, as well as face the task of educating realistically and effectively for the modern world.

It is difficult to see how 25 per cent of the upper school population spending 30-40 per cent of its time for 2 out of the 11 years of compulsory schooling on technical and vocational studies, can constitute a "horrible distortion" of the curriculum; nor is it easy to see how the addition of a technical and vocational dimension, without in the vast majority of cases any reduction in existing provision, can be described as leading to a "narrow, specialized vision" of the curriculum.

At almost every point Mr Barker uses language in an emotional or dishonest way to cover the plain fact that he doesn't know what he is talking about. Anyone who says that the TVEI is an "attempt to guess the future" has two questions to answer: first, why is their attempt to do the same by advocating the retention of the existing subject structure, a superior stab at prognosis? Second, how do they answer the charge that tens of thousands of bored and underemployed youngsters turn up their nose at the existing menu, which clearly does not offer the full and satisfying diet Mr Barker claims it does.

Why does Mr Barker assume that the TVEI is an attempt to wipe pure, scientists and historians from the face of the earth? Why is he opposed to helping some pupils, who would otherwise not find a curricular niche, become experts on some subjects, rather than failed historians or indifferent pure scientists?

Why, when he advocates "four or five good grades in a range of subjects" as the best prescription for future success, does he want to make that range as narrow as his own outlook?

What, he asks in a ludicrous over-estimation of the scale of MSC fundings, can a TVEI school say "to the home economics teacher 'welcome! Victory loads of VDUs and automatic lathes arrive!' My suggestion is that the school ask the head of home economics why he or she didn't offer to run food-processing and catering courses as part of the scheme."

He worries about secretarial courses; does he not know that they are to be expanded by the introduction of data and word-processing, and that expansion is not the same as obliteration? Is he really unaware of the fact that modern languages are part of the intended 16 plus element with the chance of overseas study for course members?

Even the TVEI's bold attempt to tackle the problem of sex-stereotyping end-on, which has come under fire from all directions for failing to reverse thousands of years of conditioning in the first six months of its operation, does not escape the gloom of Mr Barker's vision.

Perhaps he would explain once again, slowly, how the provision of high-status, up-to-date technical

courses together with an all out effort to change female attitudes to those courses and the reservation on them of places for girls, will result in something worse than the current state of affairs?

Mr Barker's reflections on the ultimate TVEI legacy reveal how inadequate is his grasp of the scope and philosophy of the entire undertaking. The TVEI is as much about processes as it is about products. It intends to build a framework for the development of staff not only in the content of new courses, but also in alternative methods of teaching, curriculum negotiation and pupil and course assessment and evaluation.

It will be surprising if this machinery for staff development and the new approaches to teaching and learning and assessment it is intended to generate do not have a knock-on effect throughout the school and the education system as a whole.

In addition, the whole enterprise will be monitored at all levels and throughout the full range of its activities in a quite exhaustive and systematic manner, so that at the end of the pilot scheme we shall be able to answer questions about the success and failure of the project in a way that we have never been able to do, or been called upon to do, about the traditional curriculum.

This lack of accountability has made the British curriculum an asylum for the preservation of academic gentility and a graveyard of curriculum reform. Inmates of the asylum such as Mr Barker who believe themselves to be the sole keepers of properties like "the principles of the comprehensive movement" do their clients no service at all by refusing to believe that anyone else can have a good idea, and by resorting to scaremongering and the construction of demonologies at the first sound of the key turning in the lock of their secret garden.

Graham Jones is the TVEI coordinator in Warwickshire.



Educational Luddites

KEN WALSH

I was amused but saddened by Bernard Barker's article "Slow TVEI Poison" (Talkback, March 23). Mr Barker, letting fly in all directions at once, tried to hit as many high-technology targets as he could. Unfortunately, because he shot so wildly he did not aim carefully and in the process did considerable damage to the credibility of his own argument.

As head of a school involved in one of the initial fourteen Technical and Vocational Education Initiative pilot schemes, I readily admit that I had doubts about retaining a balanced curriculum in my school. Speaking from my own experience so far in the Stevenage Scheme, I must defend myself against Mr Barker's charge of selling comprehensive principles for short-term gains.

All 10 headteachers in Stevenage have been closely involved, with teachers from all of our schools, in detailed planning and evaluation of curriculum change, teaching methodology and student assessment. The scheme was produced by a consortium of headteachers and is based upon a response to long-term needs in our community.

Ken Walsh is headmaster of The Heathcote School, Stevenage.

That TVEI is labelled by Mr Barker as a scheme which is only capable of producing a peak of "unemployed young people with CSE computing certificates" is really flippant nonsense. In the Stevenage scheme, students choose three subjects from a range of six to enter TVEI. These subjects form only 30 per cent of their curriculum 14 to 16 (not 40 per cent as mentioned by Mr Barker). Each subject is a full educational course leading to an O level or CSE, and all the subjects involve young people in active learning, using the tools of high-technology in problem-solving, decision-making, design and study skills.

The objectives of these courses are concerned with the acquisition of flexible skills and concepts by which young people will be able to cope with the rapidly changing high-tech society in which they now live, and in which they will continue to live. To argue against access to such skills is rather like banning books and bringing back the slate.

Mr Barker writes of TVEI as though it dominates the curriculum of the 30 per cent of the 14 to 16-year-olds who are involved in the project schools. In fact, for 70 per cent of the time they are involved (at Heathcote School) with all other students in a core curriculum of English, mathematics, physical education, integrated humanities and integrated science, plus two options which may include a foreign language and art subjects. We are also, next year, moving towards extending the core to include a coordinated programme of arts education for all up to 16.

This brings me to a crucial point about being involved in TVEI: such involvement in innovation can promote important changes in other areas of the curriculum. These areas can benefit directly from the hardware installed in school which does not lie idle for all the rest of the week when it is not used by TVEI students. A large supply of computers in school can mean access for many areas of the curriculum and in fact has led to in-service courses for the majority of my staff and to computer literacy courses for pupils in the first two years.

Other curriculum areas can also benefit directly because precious capital which would otherwise have been spent on one or two expensive pieces of hardware can now be directed away from technology. More important are the revitalizing consequences of being part of a project which examines teaching methodology and assessment. This can lead to a sharpening of views and in the arts subjects, in my school, it is leading to a very positive realignment in response to (not in competition with) TVEI.

I should therefore like to refute Bernard Barker's claims about the restrictive influences of TVEI and enumerate eight very positive educational advantages that I have experienced in the first year of the project:

- 1 Active, mixed-ability, well-resourced, individualized learning with a teacher-pupil ratio of one to 16;
- 2 Criterion referenced skill assessment and profiling, linked with the development of profiling throughout the school for all pupils;
- 3 Links between school and the community: all TVEI subjects have curriculum planning and evaluation groups of teachers, advisers and representatives from local industry;
- 4 Continuity in the education of young people aged 14 to 18;
- 5 An emphasis on equal opportunities for boys and girls;
- 6 In-service education and training;
- 7 Enhanced status for technology and craft to rank alongside "academic" subjects;
- 8 Improved resources.

Mr Barker is an historian and ends his article with a possible interpretation of present times by future historians of education. It also happens that I am an historian, but my interpretation of the mid-eighties would be, not that the principles of comprehensive education were sold for "small and temporary local advantages" but that TVEI gave the opportunity for some schools to respond to their local communities in a way which had a major impact on education, and that this demonstrated clearly the need for a massive investment programme in education in this country as a whole.

When that happens (one lives in hope) perhaps Bernard Barker's comments will be seen as those of an educational Luddite.

Ken Walsh is headmaster of The Heathcote School, Stevenage.

Too many chiefs

MICHAEL CHARLES

At a time when welfare services are being cut to the bone, it is ironic that in other areas funded by the public purse we are still piling on the fat. It is strange, for example, that our political masters have not questioned the growth of bureaucratic management in secondary schools.

My impression is that those in the higher echelons of teaching are increasingly being regarded as "managers". This is based on a comparison with industrial management which is, to say the least, dubious. Heads of department are classified as middle management, occupying roughly the same level in the hierarchy as heads of year groups. Above are a cluster of senior posts - a head, two or three deputies, a director of studies, a senior teacher, a director of sixth form and so on.

The latter people have little thing in common: they see very little of the classroom. Although headteachers retain the title (they have not yet become managing directors), it is really a misnomer for a few periods with a small sixth form group, which is usually their only contact with pupils. The remainder rarely teach more than half a time-table. They are paid on a higher scale than ordinary classroom teachers and are given plenty of free time in which to carry out their functions. This, of course, must affect the pupil-teacher ratio adversely in that these people must be "carried" to a certain extent by those lower down the scale. Young teachers on a very low salary are often lucky if they get more than two free periods.

There are two noticeable changes when a school becomes more bureaucratic: there is a vast increase in paper and a much greater emphasis on public relations; and at the same time there is a big increase in the number of meetings. In addition to staff meetings, there are meetings for departments, pastoral heads, tutors, senior "management", and these meetings spawn working parties because there still is not sufficient time to investigate all subjects.

The classroom teacher finds his workload increased and his status reduced. Teaching is referred to as a career rather than a vocation, but the classroom teacher can only aspire to be a head of department. Your classroom teaching skills will take you no further than this. Expertise is now required in other areas - the curriculum, timetable,



ing, pastoral care - and these are more highly valued than a sound knowledge of teaching. To keep this hurdle you need to go on management courses. (Have you noticed how they are flourishing at present?)

In the past it was possible to work your way up from the classroom to deputy head. Teachers who have risen in this way tend to have their feet on the ground, and are not easily enticed by the chimera of latest theory. They may be a little too conservative but alongside innovation every system needs checks and balances. Without these checks and balances the institution will follow the gaudy of fashion.

This leads me to one of my major criticisms. To justify their existence, the new breed of senior managers in schools will almost feel obliged to be more advanced in their thinking than the rest of the staff; they will also tend to jump on the latest bandwagon. If the latest craze is for study skills, then we must hastily incorporate it into the curriculum.

The Government wants more emphasis on science and technology? Right, let the arts go to the wall. The history of the state secondary school since the 1950s is littered with the bones of abandoned schemes which seemed a good idea at the time.

Some of our secondary schools are already top heavy. It was said of some branches of local government at a time of reorganization that there were too many chiefs and not enough Indians.

It is high time we asked ourselves how many of the chiefs in secondary education are really necessary. Do the functions they perform justify the high salaries and the low commitment to the actual process of teaching?

Michael Charles is head of English at St George's C. of E. School, Gravesend, Kent.

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FEATURES

DISTURBING INCREASES

As primary teachers report growing numbers of aggressive or difficult children, Sara Parker reports on one scheme that helps ordinary schools to cope

Eight-year-old Vanessa used to lie on the floor kicking her heels in a temper tantrum. Seven-year-old Mary would not allow anyone near her, while six-year-old John, from a single-parent family, was aggressive and difficult. Children with such severe emotional or behaviour problems could eventually end up in a special education unit outside the school if their teachers find it too hard to cope with them in the classroom. But in East Sussex the approach being introduced into first schools is to bring the specialist teacher to the problem child.

"They need attention, a bit of mothering, talking to and loving," says Shirley Fenn-Tye, who over the past three years has gone into schools to run what are called "nurture groups" for pupils referred by educational psychologists.

Usually she sees the children - never more than seven to a group - for an hour, twice weekly. They enjoy going to her since the activities are mainly creative and play-orientated, and their absence from the classroom becomes part of ordinary school routine rather than a disruptive event.

Her approach is to praise, cuddle and encourage them; to get them to talk about themselves and their families; and deal firmly with any bad behaviour. And it appears to work for three out of four pupils show signs of being better adjusted and better-behaved after only a couple of terms. Vanessa, for example, rarely causes major problems these days. Mary is now openly demonstrative and affectionate, and John is more manageable in the classroom.

The seven school groups, catering for some 70 pupils, are run under the auspices of St George's House, a special education centre in Brighton which serves first, middle and secondary schools as well as Intermediate Treatment Centres in the western half of East Sussex. Since St George's opened in 1970 the number of referrals from educational psychologists have increased dramatically. In the last few years alone, the number of five to eight-year-olds said to need help with behaviour problems has more than doubled.

When Les Hill, teacher in charge at the centre, came to work there just after it opened, he was

one of only two teachers dealing with the half a dozen primary children waiting for places in special schools. Now there are five staff working with primary children; three in a unit running sessions for 50 children outside school, while Shirley Fenn-Tye runs the nurture groups helped by another teacher on a part-time basis.

Initially the groups were set up as a way of getting round the practical problems of the increasing demand for specialist help in first schools. It is the best way of using specialist teacher time where there are at least seven referrals from an educational psychologist; it is also cheaper to pay the teacher's travelling expenses rather than to ferry children between special units and school.

But as the groups have evolved, other advantages have become apparent. It is, for example, easier to take on younger children, even as early as four or five. There is no need for parental consent for special in-school attention and, with less of the stigma that might be attached to attendance at a special unit, relationships between the specialist teacher and parents may be eased.

Teachers also have more direct contact with the specialist instead of having to rely on reports or telephone calls.

Les Hill finds that most heads would like to have a nurture group. However, there are a few who are still afraid that having such a group within the school could bring forward cases where there is no real problem. It is also argued that the apparent increase in behaviour problems is merely a reflection of a more efficient identification of children with such difficulties or a greater willingness in schools to refer children.

Les Hill maintains that the educational psychologists on their regular visits to the 70 first schools which St George's House serves, provide an effective screening procedure. "By and large we are getting genuine candidates. It's not just a matter of the head saying 'there's a naughty child, let's put him in the nurture group'."

There are 70 referrals waiting for the setting up of nurture groups in other schools and in some

schools where groups are already operating there are still children waiting for places.

The number of children needing specialist help is a concern echoed by Daphne Griffiths, the head of Woodingdean first school in Brighton, one of the first to have a nurture group when they were set up in 1981.

"We don't need to search out candidates," she says. "Their need is apparent. If an attention-seeking child is taking over and destroying your class, something has to be done."

Before Shirley Fenn-Tye started taking groups at Woodingdean, the school ran its own small classes for problem children. But with staffing cuts, these had to go and the nurture group was started to cope with three particularly difficult children in a new intake.

"Something had to be done. The children were doing anything to attract the teacher's attention - thumping, biting, screaming," Daphne Griffiths recalls. "They needed to be got out of the class, so the teacher could do something with the rest of the children quietly."

"Some people ask why the naughty ones should get all the best treats but you have to find a way to get through to them. I've seen quite drastic changes in children's behaviour. Even when they're bad, they desperately want to be good."

It is this kind of philosophy that Shirley Fenn-Tye takes to the nurture groups. She organizes creative activities where even the duller of children can succeed in making a model or painting a picture, encourages them to cook and sew, gets them to play games to learn about sharing and uses drama to help them articulate their feelings.

Her initial effort with any new group of pupils is to form a relationship with each individual, and she says: "They don't think of me as a teacher, and they don't feel they have to put up with me. They seem to think I am one step removed from the dinner-ladies."

When Erica Thompson took over as head at St Luke's first school in the heart of Brighton, and asked St George's to set up a group in her school, some teachers in the school had certain reserva-

tions. "Some felt children shouldn't be made to feel special - that such children stick out enough already without giving them more attention," says Erica Thompson who was not only concerned about disruptive children but also those who may be bright but somewhat withdrawn. Such has been the success of the twice-weekly nurture groups at the school that the teachers who initially were dubious have been won over.

Mrs Fenn-Tye finds that teachers are often relieved to find that their difficult pupils are every bit as difficult with someone else. "It's very hard if they feel they're an efficient teacher to have a pupil acting up. But when somebody else comes along and says 'look, he's a pain in the neck', it's quite a relief."

It can be a two-edged sword, however, when a child is behaving well in the nurture group but continuing to be disruptive in class. As one teacher says about a difficult pupil: "He's totally unmotivated in the classroom but when he goes to the group he creates things and she says 'he's lovely' - but if you're trying to make him read, he won't."

Some Brighton teachers undoubtedly continue to see nurture groups as a soft option for difficult children; as one puts it, "stimulating the attention-seeking side of the child".

Others, like Daphne Griffiths, believe in the benefits. "The whole point is that they do things which they can succeed at, so they are praised and it all spills over into their school work and gives them an incentive to try harder."

Without systematic research, it is hard to be certain such impressions are justified. But the early intervention that nurture groups allow may reduce or prevent more severe problems later on.

They fit in the Warnock ideal of meeting special needs in ordinary schools and the fact that they are cheaper than the alternative does not necessarily mean they are any less effective in helping the increasing numbers of disturbed - or disturbing - young children.

Vanessa, Mary and John are not the real names of the children mentioned.

Elizabeth West finds food for thought in local authority circulars

Yesterday I had a good idea. It occurred to me as I was opening the weekly mail-bag from the local education authority and saw the first two documents - both of which related to school meals. The first was a large poster (intended for parents' notice board) which proclaimed the benefits and delights of school dinners and exhorted more children to take advantage of them. The second document (to be passed to Cook) was the carbon copy of a l.e.a. order to a vermin control contractor. It bore the simple command "Eradicate mice in school kitchen".

Here I must digress for a moment to jump to the defence of our school kitchen. There is not a more hygienic one in the country, and our kitchen ladies have the highest standards of personal cleanliness. The fact that we have mice in our kitchen is in no way due to any neglect of duty by the kitchen managers, or to any slovenly practices of her staff. But there is just no infallible method of keeping the mice away, and I wouldn't mind betting that every school kitchen in the land gets this trouble from time to time.

If you don't believe me go and ask your school cook, but as discreetly as possible. I mean, this is not the sort of question she would like to hear yelled across the dining room.

The sad fact is that all schools, with their abandoned crisp packets, chucked-away half-eaten sandwiches, cake crumbs and trodden on biscuits, are a most desirable habitat for our smaller rodents, and any mouse or rat with the slightest bit of initiative will waste no time in making himself and his family at home.

I think it likely that primary schools - with all those bean bags and gerbil foodstuffs around the place - provide the really five-star rodent accommodation, and it must be admitted (although we don't generally talk about it) that the white-coated operative from the vermin contractor, moving unobtrusively about the school with his little white plastic dishes of poison, is a fairly frequent visitor here.

It isn't always in the kitchen the mice reveal

themselves. There was one charming little fellow who lived behind the sink unit in the staffroom and had the disconcerting habit of coming out to look for biscuit crumbs during the morning coffee break, and another one of his family had the effrontery to turn up one morning - dead - in the gerbil's cage.

This event caused great alarm in the reception class. Was it a poisoned mouse who had crept into the cage to die? It had obviously been attacked by the gerbil - and could the gerbil thus have become somehow contaminated? The mouse, apparently healthy, but very dead, gave no clue. And Gilly Gerbil, sitting smugly in her corner, was saying nothing.

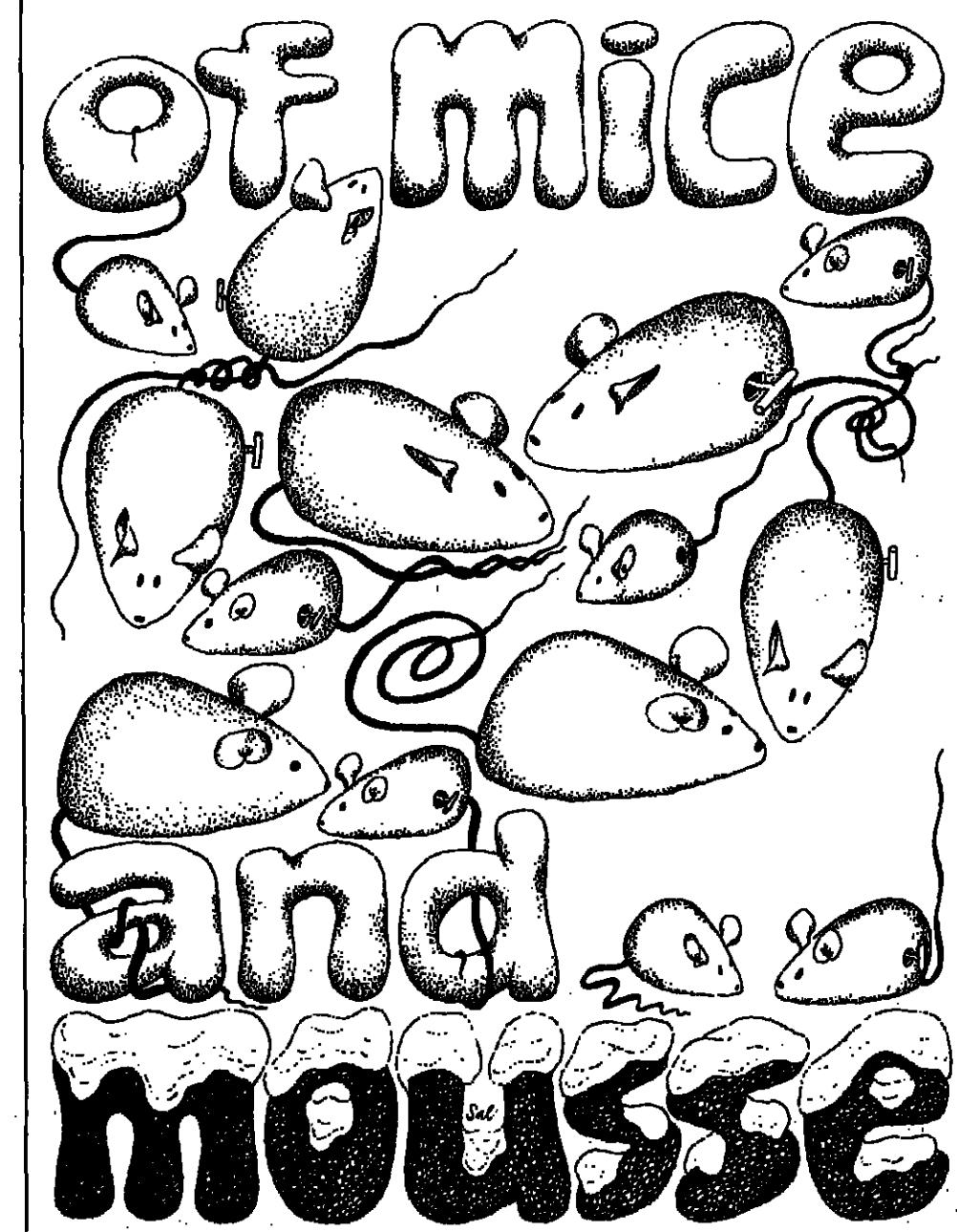
Coming back now to yesterday's mail-bag - I stared at the school meals poster with mixed feelings. We all know how good the school meals are here; we don't need to be told. They are thoughtfully planned, beautifully cooked and attractively presented. When fried onions are on the menu the mouth-watering aroma which drifts across the playground has everyone sniffing appreciatively, and the gastronomic delight of a Chelsea bun - spicy and warm - just out of the oven has to be experienced to be really believed.

School meals are so popular here that we have trouble in fitting all the children in. The junior "sitting" is always clustering hungrily at the dining room door before the infant sitting has finished scraping the last drop of custard from its plates, and the sandwich eaters have to make shift in the television room.

In fact, between you, me, and the staff who have to cope with dinner duty, we could do with less children having school meals, not more.

It was then that I had my good idea. I will give Cook the poster telling her how good her meals are, and I will pin the "Eradicate mice in school kitchen" order upon the parents' notice board. That should sort the problem out for us.

Elizabeth West is a secretary in a West Country Primary School.



FEATURES

Munn and Dunning

The Munn report on curriculum and the Dunning report on assessment were originally published in 1977. What is now called "Munn and Dunning" is the original proposals nibbled away by the Government after a long period of consultation.

The homes of Munn and Dunning is a new Scottish Certificate, designed for all students in their fourth year of secondary education, which will replace the old Scottish O grade. The certificate will be awarded at three levels, Foundation, General and Credit. The new courses will start in English, mathematics and social and vocational studies for next August's third years.

Assessment is partly being based on "grade-related criteria" - a system similar to that Sir Keith Joseph wants for the new 16-plus in England and Wales. As with straight criterion referencing, a set of individual criteria are established for every course. But - with the aim of establishing comparability with the old exam system - each criterion is graded on a seven point scale.

The Munn report recommended a "core and options" curriculum scheme. Originally it called for the core to include English, mathematics, science, social studies, and creative and aesthetic studies. The Government's final version of the scheme limited the core to English, maths and science (plus PE and RE).

As well as the three-tier certificate, the Dunning report recommended that 25 per cent of all courses should be internally devised and assessed (with external moderation.) The Government rejected this proposal - at least for the scheme's first years. Internal assessment was accepted only for courses at Foundation level, and deferred for Credit and General levels.

Wester Hailes Education Centre, a purpose-built community school on a modern mixed-rise estate on the western edge of Edinburgh, is a good place to think about curriculum reform and its limitations. For one thing the school - like all other Scottish secondaries - is in the throes of the Munn and Dunning curriculum reforms. For another, it has more than its fair share of students that the reforms are particularly concerned with - the bottom 40 per cent of the ability range.

Wester Hailes is an extremely deprived city estate. Locals describe it - however unfairly - as a "transit camp", although the centre's principal, Dr Alex Goodall, claims that it is now settling down.

It was planned with some excellent facilities - not least the centre itself, which is built round a lovely curvy swimming pool and has a wide range of leisure and sporting facilities. But its boxy, beige stucco buildings are, to say the least, uninspiring and its population of some 20,000

Teachers resent the pressure to stream from the third year . . . already pupils believe the foundation level will be worthless

people still has no local bank.

One family in four on the estate chooses to send its children to secondary schools outside it. That may be because, like other schools which began with "progressive" intentions, there were early teething troubles which fed existing anxieties and rumours.

It may not have helped the school's reputation with parents that from the start, the staff voted not to use corporal punishment (a pioneering move five years ago, although it is now banned in all Lothian schools). But some parents may also choose the more middle-class schools in the city and posh suburbs because they want to get their children out of the estate.

The school set out to concentrate on good relationships between staff, pupils, and parents, and on offering pupils a wide range of choices. It wasn't easy. Within three years there was a working party on student "alienation". For all the staff's hard work on curriculum, with Mode 3 CSE borrowed from south of the border and interesting-sounding courses devised by the school, too many pupils were rejecting what the school had to offer.

The school's answer was a radical experiment with a new pastoral system. The Government's answer was Munn and Dunning. And the staff at Wester Hailes believe that although the rethinking of content and methods needed for Munn and Dunning will greatly improve their teaching, it will not do much to motivate their "alienated"

Scotland's new prescription for comprehensive schooling is a curriculum based on Foundation, General and Credit level courses - the Munn and Dunning reforms. Virginia Makins travels north of the border to report on Wester Hailes, a purpose built community school in one of Edinburgh's most deprived estates. She finds teachers resentful and confused about the new proposals and convinced they will do little for the alienated.



From the bottom up

pupils.

They particularly resent what they see as implicit pressure in the new scheme to stream pupils after the third year. Already, they say, their pupils believe that the Foundation level courses will be worthless. "They show real anger when they discover they are doing pilot Foundation work," said a teacher. "They say: 'We're CSE, not Foundation'."

In practice many of the departments at Wester Hailes believe that they will be able to continue mixed ability teaching most of the way through the course: departments like English and science have already developed a high degree of resource-based team teaching that will make it possible.

The teachers also resent the Government's



decision to remove most of the internal element in course design and assessment proposed by Dunning. "The implication is that we can only be trusted with the bottom end, because they do not really matter," said Roy Beavis, the head of middle school.

In any case, criterion referencing makes much more sense if there is a reasonable amount of internal assessment. For example, the creative and aesthetic criteria are largely about how students respond to challenges, and the degree of enthusiasm, research and originality they demonstrate. These can clearly best be assessed by teachers on the spot - not retrospectively at the end of the course, with the aid of laborious notes.

The scheme to base courses on grade-related criteria, and then award pupils one aggregate grade at the end of the course, makes matters worse. "Grade-related criteria are just appalling - you assess children over a wide range of skills and end up saying that this one is grade six," said an English teacher.

Another said: "With criterion referencing, we should have been able to give students a clear picture of what their skills are, and how they have progressed. Instead, we're required to grade every person who moves into society on a crude scale of one to seven."

Alan Hall, a senior guidance (Scots for pastoral) teacher, said: "It will be a sophisticated system for cutting the majority of students off from further education. And the students will vote with their feet."

Establishing criteria for complex skills is difficult enough. Establishing them on a seven point scale seemed almost impossible. I listened to Wester Hailes teachers discussing proposed graded criteria for social and vocational studies.

The Scottish Examination Board's draft proposals offered ideas only for grades 6, 5 and 2. Even so the discussion revealed enormous difficulties. If grade 6 for the criterion "carry out domestic electrical tasks" was wiring a plug; choosing the appropriate fuse rating, and replacing a light bulb, and grade 2 was to replace worn flex on a table lamp and replace a kettle element, what would grades 7, 4, 3 and 1 look like? Particularly when the specialist teacher says he

doesn't at all fancy teaching students to change kettle elements.

And so the meeting went on, discussing a wide range of criteria. Do it yourself skills (grade six, point a door and wash the brush, grade five, saw wood to length and put up a shelf?). "Providing a service for others" (if grade 1 might be planning a lunch for old age pensioners, asked a teacher, would grade 7 be pouring out milk for their coffee?). The difficulties - both for teaching and assessment, seemed infinite.

Another worry about Munn and Dunning was the emphasis on two-year courses. The school had designed some highly successful modular courses - some of them based on work outside the school, for example in an adult training centre. Teachers believed that courses lasting only a few weeks helped to motivate students.

There is some scope for internally designed "freestanding and cluster" courses within the Munn and Dunning framework, and Wester Hailes teachers plan to develop as many as possible.

What many teachers did welcome in Munn and Dunning was the chance to rethink curricula from the bottom up. They believed that most previous developments started with the requirements for O grade students, and were then watered down for the rest. Now, working on the new foundation courses, they were doing the right thing, as they saw it, starting with the basics.

As a result, several said, they were becoming much more specific about objectives, and whether they were being met. "A lot of things we are doing now we did before," said Alistair MacDonald, the head of English. "But we were vague. We found that some things we always believed were important, like discussion skills, were being left out in practice."

He says that some teachers were resistant to the rather narrow, objectives approach required for the new courses: "They believed English was an organic whole and you can't be that specific". But they have now seen the benefits: "It's having considerable spin-off in our first and second year teaching," Mr MacDonald said.

The pilot work on new courses also seemed to be having considerable spin-off with pupils (at least when taught, as it was here, with impressive skill and understanding of the pupils concerned). I watched a group coming to the end of some pilot foundation level science work on teeth, part of a topic on healthy bodies. They were writing up what they had learned, with apparent satisfaction. "How do you spell pyorrhoea?" A lad who had written a whole page proudly blew on his nails and buffed them as he handed in his work.

"All this is making us think about teaching, using language that students understand rather than getting them to copy notes, building on their own experience, developing their discussion skills. But the emphasis on a three-tier exam system is a retrograde step," said their teacher, Roy Beavis.

No doubt this is the worst time to see Munn and Dunning developments. Teachers are working to a very tight timetable and - in a reasonably well staffed and resourced social priority area school such as Wester Hailes - getting few extra resources to help. As well as the Munn and Dunning reforms, they are being asked to work on a total revision of non-academic courses for 16

Many teachers welcome the chance to rethink the curriculum from the bottom up . . . starting with the basics

to 18 year olds.

There is considerable confusion over the new Munn and Dunning courses. Teachers work for weeks on one set of objectives - which are then changed. There are constant rumours. But it is already clear that some of the pilot work for Munn and Dunning courses has sharpened up teaching enormously - and teachers involved in pilots feel that they have had a considerable voice in the detailed shape of courses, if not in the grand design.

But the school's fundamental objections to Munn and Dunning remain. Wester Hailes teachers believe that the grading and selective aspects of the reforms and their rigidities will outweigh the curriculum benefits. "With the best will in the world we can only offer a grudging acceptance of the Munn and Dunning proposals," said a discussion paper from the school's senior teachers.

They believe that the key to improvement lies less in curriculum change than in building better relationships with pupils, giving them more choices (not fewer, as Munn recommended in the interests of balance) and more practice in negotiating the shape of their own education with parents and teachers.

And they believe they know how to do it. Two years ago, the working group on pupil "alienation" launched an experimental scheme, designed

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The key to improvement lies less in curriculum than in building better relationships with pupils

regularly coming back to the base - where previously they would simply have skived off. One bright pupil dropped out of an arithmetic class because she could not understand the teacher. After she had been made to go through difficult negotiations - with her mother and the teacher in question - she took to doing arithmetic with non-mathematicians in the home base.

Other pupils decide to drop out of half a course, and take something else in the spare hour. Four ended up pretty much full-time in the base, where teachers "tried to establish a pattern of learning for them". But they were not socially isolated from the rest.

Average and bright students were forced by some incidents - such as the odd theft - to deal with situations where formerly they could simply have rejected the people," said a teacher. Teachers threw back problems to the children. After long discussion, for example, the pupils decided to let the thief stay in the group. The home base developed as a social group, with regular evening events.

On measurable results, such as truancy, the scheme had excellent effects: the staff say there is very little unjustified absence. On less measurable results, such as students' articulateness, confidence and ability to negotiate and organize, they believe they have also been successful.

So next year, alongside all the Munn and Dunning work, Wester Hailes teachers are reorganizing the guidance scheme for first years.

Instead of autonomous guidance groups, teams of three teachers will work with 60 pupils. One first year base will be manned at all times, to help children in difficulty.

Wherever possible, the first-year guidance teachers will teach children in their own group, and it is hoped to have a spread of teachers from all faculties in the team. Alan Constable, the head

to overcome what they saw as the weaknesses of the school's fairly conventional pastoral system.

Hitherto, students had been divided into guidance groups under a guidance leader (tutor). Groups met for half an hour at the beginning of each day. In spite of close links with parents, with a lot of home visiting, regular reports back to parents every 14 weeks, and a profiles scheme, some problems - fairly common in tutor group schemes - emerged.

There were divisions between academic and pastoral responsibilities. There was inevitably a wide range of guidance leaders - some cut out for the job, others who found it more difficult to manage alongside departmental responsibilities. There was the inevitable tendency to pass problems up the hierarchy, to year heads and beyond.

Students who could not fit into the normal guidance structure went into a special group, with its own team of tough-minded teachers who worked with them full-time. That succeeded quite

well - but they were cut off from the normal group, and there were plenty of others who needed more individual attention. Overall, truancy rates were high, and teachers felt that with all the emphasis on good relationships, they were failing to reach too many pupils.

So, two years ago in a carefully monitored experiment, three normal third-year guidance groups went into a "home base", with a team of four teachers, two of whom would always be in the base to field dropouts from regular classes. The base - a pair of temporary classrooms - soon got furnished with a pool table, tack shop, and music centre (bought with the shop's profits).

The teachers found that the third-years came in full of optimism about the new courses they had chosen. But many became disillusioned very soon after the beginning of the two-year haul. Often the choices had been second or third best anyway: 50 students wanted to do car skills, when there was room for only 10.

Within weeks, two or three pupils were



W e still hear claims from time to time that the reorganization of secondary education had the support of parents and the general public. Alan Crispin, senior lecturer in the Department of Educational Administration of the London Institute of Education, asserted in *Education* (December 9, 1983) that: "Comprehensivization came about because of relatively wide consensus between politicians, parents, teachers and i.e.a.s." A similar view was aired in the letter columns of *The Times* by Fred Jarvis, general secretary of the National Union of Teachers. And recently, the rejection, by Conservative councillors in Solihull, of their own proposal to reintroduce selection, has been hailed as evidence of parental and public support for comprehensives.

Not all supporters of comprehensive schooling believed that there was popular support for it. That strong supporter of comprehensive schooling, Denis Marsden, in his Fabian Society pamphlet, *Politics, equality and comprehensives* (1971), pointed out that in the 1960s: "Claims of a mandate for comprehensives was so much eyewash". Such refreshing reality was rare. The claim was and is made - in the face of considerable counter-evidence - that there was a popular movement behind abolishing the grammar schools and the creation of a comprehensive system of education.

Certainly while comprehensive reorganization was in full swing most of its supporters claimed it to be a popular movement. Caroline Bann and Brian Simon, in their *Half Way There* (1970), a progress report on comprehensive schooling to that date, claimed that such schooling had popular support. In evidence they cited a Research Services National Survey published in *New Society* (October 26, 1967).

This was a survey of 1,331 adults "closely representative of the British population in age, sex, social grade, housing tenure, and the average number of persons per room in their home", as Professor David Donnison commented when introducing its findings on education to the 1967 readership of *New Society*. In answer to the question, "Are you in favour or against comprehensive education?", 52 per cent of the sample declared themselves to be in favour, while only 19 per cent were against. Thus, in looking at answers to that particular question, Bann and Simon appear to be right.

Nevertheless, as Donnison pointed out, it was not a vote for the abolition of grammar education, for 76 per cent of the sample were in favour of retaining grammar schooling. And, in addition, 71 per cent were in favour of independent schooling. Thus, while there was a large majority in favour of grammar and independent schooling, a somewhat smaller majority were equally in favour of comprehensive education. Indeed, a

Popular front

In spite of the recent protests by parents faced with a return to grammar schools, comprehensives do not enjoy a popular mandate and never have, says Beverley Shaw.

slight majority favoured selection at 11 into different types of schools: 46 per cent for; 43 per cent against, with 11 per cent "don't know".

When asked what type of school respondents would choose, given that their child was accepted by all types of schools suggested by the survey, 46 per cent chose the grammar school, as opposed to the 10 per cent that chose the secondary modern and the 16 per cent that opted for the comprehensive school. As Donnison remarks, respondents "were voting - massively - against secondary modern education".

Many of the findings of the survey reveal ignorance and confusion. For example, 29 per cent of the survey did not know whether they were in favour or against comprehensive education: among respondents of social grade DE (least skilled and educated of the sample) the percentage of "don't knows" on this particular issue rose to 38. When those claiming to be in-areas were asked the question: "What advantages do you think the system has?" 42 per cent replied with "don't know". The survey perhaps suggests that most respondents wanted to retain grammar and independent schools, while introducing comprehensives alongside them - possibly as alternatives to the less popular secondary modern.

Supporters of the comprehensive quite rightly recognized that if comprehensive schools were to be truly comprehensive then they could not coexist alongside grammar, direct grant, or independent schools. A system of comprehensive schooling, argued Caroline Bann in her NUT pamphlet *Comprehensive or Coexistence* (1976), required the abolition of state grammar schools and independent schooling.

Since 1967 most grammar schools have been abolished and the majority of children in Britain attend comprehensive schools. So is there now a happy acceptance of the dissolution of the maintained grammar schools and their replacement by comprehensives?

The findings of a recent Gallup Poll, conducted for an independent television programme on comprehensive schooling, provide some sort of answer to this question. Gallup chose a sample of

957 men and women in Britain aged 16 to 65-plus. The sample was distributed in the conventional way by sex, age, social class, in terms of the regions: the North; Midlands; Wales; South; and Scotland; and also by voting intentions for Labour, Conservative, and Liberal/SDP. The results are quite detailed; and provide some evidence of a rejection of "progressive" thinking on education.

They were asked whether a child "is most likely to get the best all-round education" in the comprehensive school system or the grammar/secondary modern school system. In answer, 54 per cent favoured the grammar/secondary modern system, and 35 per cent favoured comprehensives. The 16 to 24-year age-group would be the group least likely to have passed through the grammar/secondary modern system, and they gave it the least support; but even so this group still favoured the selective system to the non-selective by 49 per cent to 45. As with the 1967 survey, social group DE, of all social groups, favoured the grammar/secondary modern school system the least, nevertheless, 48 per cent of this group still favoured the selective system while 38 per cent were against.

As might be easily predicted, putative Conservative voters gave the largest percentage support for selective schools. What is of more interest is that more would-be Labour voters preferred the grammar/secondary modern school system, albeit by the small margin of 46 to 43 per cent. This finding does not suggest overwhelming support for comprehensive schooling among voters for a party whose educational policy is dedicated to comprehensive schools and the abolition of independent schooling.

Another finding of considerable interest is the attitude of respondents to examinations. Only 6 per cent of respondents believed that a child's education should *not* be geared towards passing examinations. At the other extreme, a rather larger minority, 16 per cent, believed education was totally about passing examinations. In the middle, 71 per cent either believed that a child's education should be mainly geared towards passing examinations, (33 per cent), or, partly,

of first year, believes that this structure will make further development possible: "We'd reached the limit with the old system".

Several Wester Hailes teachers believe that this kind of change is much more likely than careful curriculum reform to get their kind of pupil involved in education.

"Curriculum reform is irrelevant to the education of some of our kids," said Sandy Peterson, a senior guidance teacher. "Curriculum development and exams have their place if the whole context is right, children have plenty of choices, and there is a good relationship within the teaching group. But until all that is right, no curriculum or system or teaching will work."



This article is the latest in a series looking at the various ways schools have responded to the demands of the 11 to 16 curriculum. The TES would like to hear from any school which feels it has a particularly novel, interesting or successful approach. Please write to the Features Editor, The TES, Priory House, St John's Lane, London EC1M 4BX

about exams (38 per cent). This may be read as a massive challenge to the progressive view that exams do not matter, or are inimical to true education.

Given these views on education, the relative unpopularity of comprehensive schools among the sample is perhaps explained. For when asked in which type of school system "a child is most likely to achieve the best examination results of which he or she is capable", 61 per cent answered the grammar/secondary modern school system. Only 25 per cent considered comprehensive schools could achieve the best exam results; while 35 per cent considered they provided the best all-round education.

The evidence from these two surveys with 16 years between them, suggests that the introduction of comprehensive schooling and the passage of time has not decreased the popularity of the selective system - only 9 per cent of the sample considered all remaining grammar and secondary modern schools should be abolished. The sample wants no radical change, however, for at the other extreme only 12 per cent believed that the comprehensive system should be abolished and replaced by a selective system. The majority were quite happy for coexistence to continue, no doubt in blissful ignorance of arguments against such coexistence, as 35 per cent wished for things to remain the same, or with rather fewer comprehensives (31 per cent) or rather more (10 per cent).

All this suggests accommodation to the present system - despite many serious doubts about its value - rather than outright rejection and a demand for a return to the former selective system. Perhaps the findings help in understanding the hostility of many local parents to the proposal to re-introduce a measure of selection for two schools in Solihull. Many parents have discovered that comprehensive schools are basically neighbourhood schools catering for children who live nearby. In these circumstances, parents with the financial means move house to ensure that their children can attend a favoured school.

The revolt of some Conservative councillors in Solihull against their own proposal, thus ensuring its rejection, may be explained by the importance to them of the votes of middle-class housebuyers who may well have paid inflated prices for homes in the catchment areas of favoured schools. Whether such a rejection of a modest proposal to introduce selective schools represents a triumph for the comprehensive principle is another question.

Beverley Shaw is a lecturer in education at the University of Durham school of education and author of *Comprehensive schooling: the impossible dream?* (Blackwell, 1983).

ARTS

Exuberance, humour, joy

Brian Morton on Channel 4's current series on American composers

Four American Composers: John Cage, Philip Glass, Meredith Monk and Robert Ashley. Directed by Peter Greenaway. Channel 4, March 31, April 7, 14 and 22.

Philip Glass hankers after the days when ordinary people whistled *La Traviata* in the street, when there was no divide between "serious" and "popular" music. Glass himself is now recognizable enough in America to pose for Cutty Sark ads. The Philip Glass Ensemble - a voice/wind/keyboard dedicated exclusively to Glass compositions - do concert tours on a rock band scale and fill every venue. Glass's music has been called minimal, systemic, acoustical; it relies on repetition, subliminal shifts, absolute precision of rhythm and pitch; it is also intensely beautiful and absolutely memorable.

The thread that links Philip Glass with Meredith Monk, John Cage and Robert Ashley is their committed populism: they are the opposite of a conventional avant-garde. Cage was Arnold Schoenberg's star pupil in California but set the tone for the generation that looks on him as its musical father by turning away from serialism and dodecaphony, the academic/European style, to experiment with randomness, everyday sound, specifically human resources. All four composers share Cage's conviction that music must not be constrained by styles, forms, even instruments; they turned to the resources that matched the time: televisions, videos, radio, amplifiers. Glass's ensemble is outwardly the most conventional in structure but it uses Moogs,

Emulators, saxes, electric organs, amplified to a volume that gives a chamber group orchestral potential. Peter Greenaway (often too clever a director) here relies mainly on extended coverage of London concerts, and on Monk's films. There is little background information on offer and much of the interview material is uncompromisingly technical.

If that suggests solemnity, the overall impression from all four is exuberance, humour and joy. Glass emerges as an accomplished showman. Monk, introduced as a composer/singer/dancer/choreographer/film-maker, is performance artist, bursts with energy. Ashley is dry and down-home, absolutely deadpan. Cage can hardly speak for laughing.

Cage is the most radical explorer of what music is, famous for silence, water noises, breakfast sounds, saws like "everyone is in the best seat". Quite properly, he opened the series. Significantly, his performance ended with the long and complex *Routrou*, an operatic piece based on *Finnegans Wake*.

Opera is conventionally regarded as the most artificial of artistic forms, bourgeois, outmoded. Yet surprisingly all four composers have created large scale operatic works. Glass, embarrassed by the professors, points out that these are "non-narrative, non-dialectical" and thus a long way from *La Traviata*. Americans love big forms - *Leaves of Grass*, *The Cantos*, *Moby-Dick* - and have been adept at absorbing popular materials into the most complex structures. Opera is the ideal medium for that eclectic approach, and it's a medium that has outlasted its social and musical origins.

In the 1960s and 1970s, rock bands

like The Doors became interested in Brecht and Weill, cabaret songs and recitative. Jim Morrison made *An American Prayer*, a non-narrative opera of great power and beauty. The who weighed in with *Tommy* and *Quadrophonia*. Jazz composer Carla Bley made *Genuine Tony* and *Escalator Over The Hill*. The same eclecticism is evident in the four Greenaway films: *Routrou* combines texts, taped "ambient sound" and improvisation with a traditional Dublin fiddle band; Meredith Monk's *Education of the Girl Child* is part improvisation, part night-club act; Glass' *Ensemble On The Beach* is already a modern classic; Robert Ashley's *Private Lives* is billed as a TV/video opera, written for that medium and performed by a group sight-reading off autocues and surrounded by video screens; precisely the kind of thing The Doors might have been doing had Jim Morrison lived and exactly what Talking Heads tried on their own *Once in a Lifetime* film broadcast, also on Channel 4, on March 31.

Just as Cubism called for new ways of seeing, so modern music calls for new ways of listening. Philip Glass insists that these are easily learnt. Certainly his music is less daunting than the academic modernism of Boulez or Stockhausen. It's a music beyond categories: you can find Philip Glass records on any one of a number of record shop shelves, under rock, jazz, classical, avant-garde and contemporary, opera, miscellaneous. He still gets people shouting "For God's sake, play some music!" but he's also getting used to hearing people, ordinary people, whistle "Facades" in the street.

Nothing ugly

Glaube Liebe Hoffnung. By Ödön von Horváth. Westminster School March 19-23.

After last year's successful performance of Horváth's *Der Jungste Tag* (The Day of Judgment), pupils of Westminster School this year presented the Austro-Hungarian author's earlier play, *Glaube Liebe Hoffnung* (Faith, Hope and Charity), culminating in a performance at the King's College Theatre in the Strand.

Posing as Horváth himself, Mr Ian Huish (head of German at Westminster) reminded the audience in an introduction to the play that Horváth, like Büchner before him, was concerned with the struggle of the ordinary individual against society and the overall theme of *gesellschaftliche Ordnung* (social order). After a brief excerpt from *Tales From Hollywood* in which Ian Huish continued his flamboyant performance as Horváth during an imagined visit to Hollywood, the scene for *Glaube, Liebe Hoffnung* was set.

The play concerns Elisabeth, a young woman who, anxious to continue working, seeks to sell her body to the Anatomical Institute for 150 Marks - she needs the money to obtain a trading licence. Gaining the confidence of the Dissector (brilliantly portrayed by Owen Kellie-Smith), by informing him that her father is an inspector, she is given the money. However, it transpires that Elisabeth already has a trading licence and the money is to repay a police fine. Already deceived, the Dissector is then furious to discover that Elisabeth's father is merely an insurance

inspector and not a custom's inspector as he had believed from her innocent description.

Elisabeth then gets involved with a loyal young policeman, Alfons Klosterteyer. During their brief affair she tells him nothing of her criminal convictions. She also ignores the voice of social conscience from the local magistrate's wife, who constantly claims her social detachment from Elisabeth's unfortunate position by preceding all her unwanted advice with "mich geht es nichts an, aber..." (it's nothing to do with me, but...). Elisabeth remains silent about her past to protect her young lover's reputation. Ultimately, however, the two are caught together and Alfons learns the truth about her brush with the law. Feeling misled and horrified that his esteemed position in society had been jeopardized, he rejects her.

Through the lack of understanding of those around her, Elisabeth is finally driven to attempt suicide and, though saved by a self-congratulating bystander, eventually dies, describing "schwarze Würmer" (black worms) lying around her - thus alluding to those who, having driven her to suicide, had then tried to bring her back to a society made so unbearable by themselves.

It was with tremendous enthusiasm, professionalism and a quite brilliant command of German that the pupils of Westminster School performed this interesting play. Moments of drama and humour alike were excellently presented by all the cast. The basic nature of the stage and props enhanced one of Horváth's objectives for the play - "nichts war verschönigt und nichts verhöflicht" (nothing was beautified and nothing was made to look ugly). And his primary desire that ordinary people recognize themselves and their own lives in the drama was also realized.

Eleanor Caldwell

Short works

The Palace Theatre at Redditch, which was re-established last summer as a young people's theatre to serve the exploding population of this New Town development, marked the end of the spring term with a non-competitive drama festival for Redditch schools.

The small permanent staff at the theatre offered professional and technical back-up in the staging of short works prepared and rehearsed in schools and directed by teachers. With five schools and two youth theatre groups taking part, the three day festival has forged valuable links between the theatre and the young people it hopes to serve.

Both *Cinderella Electra*, a pantomime extravaganza from Meadow

Green Primary School and *Mr Macaroni and the Exploding Pizza Pie* a farcical comedy presented by the Palace's newly formed Youth Theatre, showed signs of raw talent among the young casts which has yet to be disciplined and refined.

Neither production went further than the end-of-term show and if the Palace is to make the most of its role as a catalyst for the development of drama in the schools it would do well to encourage the presentation of more serious, workshop-style productions, aimed less at aping the spectacle of an adult show and more at developing the children's own creative ideas and performance skills.

uncomfortable laughter from an audience of 15 and 16-year-olds at the Palace Theatre, Redditch.

Fifth formers had no difficulty in identifying with the trio of hard-luck cases in *Post-Groezee's play, Gaining Ground*, first performed last year by Perspectives Theatre Company in Nottinghamshire. Three hard-up young people with no jobs and no close family ties to support them scramble for a precarious financial and emotional stability in a world where "the bosses" seem to hold all the trumps.

In this production the play sharply delineates the characters and their moral and emotional dilemmas and at Moreton School, Wolverhampton, the intent concentration of the students during the performance produced some strong reactions in the discussion period which followed.

Ann FitzGerald

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Review

A gallery of kings



An appreciation of Sir John Gielgud, 80 this week, by John Miller

The first time I saw John Gielgud act was in the film of *Julius Caesar*, when I was taken with the rest of the sixth form, to a special schools showing at our local cinema in Wells, Somerset. School audiences for Shakespeare can be notoriously noisy and unimpressed, but not on this occasion. From the moment we heard Gielgud speak his first line as Cassius we were enthralled.

Leo Strassberg once said: "When Gielgud speaks the verse, I can hear Shakespeare thinking". One might not expect the founder of the Method School of acting to approve of this particular classical style, but he once told a group of young American students that he expected

them to see Gielgud in his *Ages of Man* recital and that if they did not there would be little point in their returning to classes.

It is his ability to interpret Shakespeare that has above all made him one of the glories of the English stage. I remember going to a packed house at the re-opening of the Queen's Theatre to see him in *The Ages of Man* in 1959. He held the stage for two and a half hours, in a solo performance that magically conjured up in your mind's eye the other characters. In Richard II's speech renouncing the Crown you could sense the usurping Bolingbroke waiting to snatch the imaginary Crown from the King's quivering fingers, the Court around the fiery Hotspur,

Juliet on her balcony, the listening Brutus, and at the end the dead Cordelia. When he launched into Lear's "Howl, howl, howl!" the hairs on the back of my neck stood on end.

When he first played Hamlet at the Old Vic in 1929 Ivor Brown wrote: "This performance puts him beyond the range of the arriving actors; he is in the first rank." James Agate had "no hesitation in saying that it is the high water mark of English Shakespearean acting in our time." Sybil Thorndike wrote to him after the performance: "I never hoped to see Hamlet played as in one's dreams... tonight it was Hamlet complete." Agate believed his 1944 performance to be "and likely to remain the best Hamlet of our time".

I was too young to see any of those, but I have listened to the radio recording he made in 1948, and what astonished me was the extraordinary speed with which he took it, and yet the listener never ever lost any of the sense. A deeply intuitive actor, he puts it down to concentrating on the punctuation and following the fall of the words so that the understanding follows.

He once told me that his great-nephew, Ellen Terry, playing Beatrice in *Much Ado*, had "the most perfect phrasing when speaking Shakespeare, a kind of frankness which made it seem as if she had just been taught the passage in the next room by Shakespeare himself" - a description which for me has always applied to his own performances.

We talked quite a lot of the Terry family during my long series of radio conversations with him in *An Actor and his Time*, and when he talked of Ellen in particular the tears used to well up, to be brushed aside. I was very disconcerted the first time this happened, but came to expect it whenever he talked of those he loved or admired who were no longer alive, such as Edith Evans or Sybil Thorndike. He always gazed over my shoulder as we talked, and said he couldn't look at me as his memory conjured up the faces from his theatrical past.

I asked him once in another series to read the death of Henry Irving which ended with Ellen Terry breaking down onstage at the news. The tears came as I knew they would, and so did those of the girls in the control-room.

But it would be a mistake to think just of his gift for tragedy, like all great actors his comic timing is impeccable. His Benedick to Peggy Ashcroft's Beatrice was "a dance duet", he has left his mark on *The Importance of Being Earnest* as actor and director, parodied his own film acting in *Veterans*, played the rather batty headmaster in *Forty Years On*, and had enormous success with Ralph Richardson in those strange modern comedies *Home and No Man's Land*.

When he read that last play he said to Harold Pinter "I think Auden, don't you? Do you think sanders and socks?" Pinter jumped at the idea, and when he added the wig, the spectacles and the awful suit everybody said it was perfect, to which Sir John's response was "Yes, and now I must find a performance to go inside it".

The look of a part, and its setting have always been important to him. His first two great seasons at the Old Vic from 1929-31 were under Lilian

Baylis's parsimonious control, when old costumes were trundled out again and again; but for his own production of *Richard of Bordeaux* in the West End he discovered the trio of ladies who made up Motley, and they worked with him often, including his production of *Romeo and Juliet* in which he alternated Romeo and Mercutio and Olivier. Leslie Hurry, Mariano Andreu, Oliver Messel, and Cecil Beaton also designed for him, but his custom of asking designers to do costumes as well as sets let him down over the *Japanese Lear*, when the results of Noguchi's ignorance of costume design had actors and audience in bemused despair.

But today Gielgud is philosophical about such disasters, saying he always learnt more from his failures than his successes. Most of us fortunately have seen far more of the latter than the former. Today a new generation sees him mostly on the screen, delighting in his performance as Charles Ryder's father in *Brideshead Revisited*, the recent re-run of *Julius Caesar* on Channel 4 which proved to have lost none of its power, and the all-too-rare meaty film roles like his drunken novelist in Alain Resnais' *Providence*.

He played Dostoevsky's *Grand Inquisitor* in a television version when I was at the OU, and I have never seen any actor develop the line of a part in rehearsal so quickly or deeply. At the technical run-through for the crew, the director, Richard Argent, said he was not going to ask for a performance from Sir John but would he just give an indication of the voice-level for the Sound Supervisors. Thirty seconds into his great monologue all the stops were pulled out in the most electrifying rendering of the speech any of us had yet heard. When he stopped and sank into his chair there was a moment's pause and then a burst of spontaneous applause from the crew - a rare tribute at what was only supposed to be a technical walk-through. I took him off for a drink to let the director answer all the technical questions, and couldn't resist saying "That was quite a non-performance you just gave!"

"Ah well, when you have a bit of an audience, you have to give 'em a bit of a show."

Actors adore him for his personal qualities of kindness, charm, wit, and generosity, and treasure his famous gaffes, such as his first-night speech at the Old Vic when he blundered Harcourt Williams for having done "all the donkeywork", or telling one of our best young actresses at a dress-rehearsal he was directing: "My dear, I don't know what to say to you, you look just like Richard III!" which reduced her to tears of helpless laughter.

He has often asked that when in doubt they just stick a Crown on his head and push him on to the stage. Certainly he has created a great gallery of kings, nobles, and princes of the Church, and his commanding presence when inhabiting a part is matched off stage or set, with a great courtesy and charm that makes him not only our First Player but the First Gentleman of the English-speaking stage.

Sir John's autobiography, *An Actor and his Time*, was written in conjunction with John Miller and John Powell. Penguin £2.50.

Culture and the State

By Henry Meyric Hughes

of explicit social, moral and political objectives. For Professor Williams, it was self-evident that cultural activity of any description served, directly or indirectly, to reinforce the power, coherence and stability of the increasingly selfish national state. Only the regeneration of the old, civic traditions, accompanied by the development of a wider, European dimension, appeared to offer any prospect of a way out of this predicament.

Subsequent speakers showed little inclination to question the assumption that state support for the arts and for culture, in the broader sense, was axiomatic and necessary and "a good thing", although it needed to be spelt out that federal involvement in the arts was marginal, in both the US and West Germany.

If there was no one from France or East Europe to defend the virtues of the various forms of direct state intervention, plenty of evidence was provided for the growth of local and regional support in other parts of Western Europe. Sergio Romano, the Italian Ambassador to NATO and former Head of Cultural Relations at the Italian Ministry of Foreign Affairs, described, in some detail, how a "new brand" of cultural political activism has grown up in the urban centres of Italy, in reaction to the moribund policies of the state. The turning point, he said, had been the "cultural summer"

of 1979, organized by the left-wing administration of the city of Rome, which brought thousands of citizens back onto the streets at night-time and marked the beginning of the moral defeat of the Red Brigades. Local politicians, in Rome and elsewhere, had been quick to draw their own conclusions. Many of those who saw a vote-catching potential turned themselves into large-scale impresarios, by-passing the existing cultural institutions and appealing over their heads to the electorate at large, with the connivance of the media. The message has still to be digested, and there is a fine balance between innovation and anarchy, cultural concern, opportunism and bombast. In retrospect, however, one of the positive points was a dramatic growth in public funding of the arts, at the height of the recession.

The possibility of something similar happening in this country was suggested by the Labour Party spokesman, Norman Buchan, for whom a plausible alternative to the "arm's length" principle was a widespread mobilization of public opinion, in favour of direct political support for the arts (shades of the GLC). Mr Buchan even went so far as to speculate on the possibility of a 50 per cent increase in arts spending under a Labour government, though he prudently refrained from alluding to President Mitterrand's precedent, in doubling the budget of the French Ministry of

Culture overnight and devolving effective power to the regions for the first time.

One aspect of state intervention which aroused little contention was cultural representation overseas, as a pillar of diplomacy, an incentive to trade and, above all, a means of improving international understanding. Sir John Burgh, the Director General of the British Council, attributed most of the problems in this area to shortage of funds and the occasional incomprehension of politicians at home and he stressed the importance of mutuality, in the successful promotion of cultural exchanges.

Looking into the future, Herr Freimut Dave, of the West German SPD, saw a growing threat to contemporary culture in the depredations of the electronic media which he described as "the industries of alienation"; the new technology undermined the structure of our awareness and created conditions in which minority cultures would stand little chance of surviving the onslaught of populist politics and big business.

Perhaps this is the ultimate challenge to our culture and our institutions alike; to borrow the words of Jack Lang: "Either we accept the decline of our countries and the European continent, or we take the side of audacity and imagination; and perhaps our role, modest as it is, is to communicate this message". Our failure to grasp this message and the implications for the development of post-industrial society can only result in the emargination of the individual and the "lying in state" of culture, in the second, and more devastating, sense intended by Raymond Williams.

Dance moves

It is important for both staff and students that major vocational institutions of the performing arts should collaborate in productions. Workshop '84, presented by second year students of the Royal Academy of Dancing, set an admirable example recently. They involved the Guildhall School of Music and Drama for music and skilful lighting design, and the Webber Douglas Academy of Dramatic Art for the spoken contribution of one of its students. Nigel Williams, in a show which was a stimulating departure from the limited image of classical ballet which sometimes has characterized RAD presentations.

On the classical side technique was better, figures bolder, and legs straighter but, alas, the dancing was joyless than it might have been. Why so many strained looks, forced smiles and tense necks and shoulders? Yet when it came to the wider reaches of dance all this disappeared. There were Greek Cypriot, Irish and Thai dances; inspira-

tions from Africa and Andean South America; dances to poetry, jazz and Bob Dylan - marvellous to see in so formerly starchy an organization. But why not? RAD has an ever-growing international constituency. More important, the graduates of the college are being prepared to teach in Britain's multi-racial society and, of course, dancers today are hardly literate who do not command two or three styles, not to speak of experience on films, television and the commercial stage as well as subsidized theatre. This demands a huge extension of range from teachers as well as students.

There is still some way to go. The Thai dance, for example, was too quick in its physical response to the music, and made inadequate use of facial expression. But the good far outweighed the bad. The Academy's big Gulbenkian Studio became a decent theatre with the use of drapes, although tiered seating must be a future priority. Sound and music were good and the wardrobe outstanding, and it was good to see members of the local Battersea community in the audience.

Peter Brinson

Chambermade

Leicestershire Schools Chamber Orchestra. Concert in the presence of HRH Duke of Gloucester, City of London Stationers' Hall, March 28.

Leicestershire, ever musically enterprising, aptly chose last week's day of protest to demonstrate its way of coping with pressure from education cuts. The selection of the atmospheric Stationers' Hall as a venue for a chamber concert was excellent publicity for the county's crusade to ensure that the standards maintained by its 11 orchestras do not fall due to shortage of peripatetic teachers. At present, only 50 serve some 10,000 children receiving tuition under the auspices of the Leicestershire School of Music, directed by county music adviser Peter Fletcher, who was also the conductor of Wednesday's concert.

Whereas the Symphony Orchestra has made its name as an exponent of contemporary music and a promoter of new works, the Chamber Orchestra undergoes a rigorous training in the classical repertoire. What could be more exacting than to put across two of

Philippa Davidson

Soul deep

Suzuki Violin Demonstration Lesson Organized by the Incorporated Society of Musicians at St Margaret's Church of England School, Durham, March 17.

"Music is essentially an aural, not a written art-form" stated Jean Provine at the beginning of her demonstration lesson, given in front of an appreciative audience consisting of 150 members. County Durham parents and friends. Her pupils are only introduced to musical notation after undergoing an intensive course of aural training involving frequent imitation of teacher's playing as well as listening to and performing with cassettes. In accordance with Suzuki principles, Mrs Provine also teaches parents to play violin, so that they can learn with their children. Most give up after a short time, but their brief study enables them to arrange and supervise their children's practice sessions.

David Bierman

ARTS

Siren songs

Starlight Express. By Andrew Lloyd Webber and Richard Stilgoe. Apollo Victoria Theatre.

A second visit to *Starlight Express* put in clear focus, Lloyd Webber's £2 million railway extravaganza is an undoubted winner, exploiting the preoccupations of the Eighties: nostalgia, violence, competitiveness, mindless religious faith, sci-fi, high-fi and surface glitter.

John Napier has designed a paradise for model-railway enthusiasts which brings the stage into the audience, around and above them: painted tracks for human engines on roller skates. David Hersey's mega-disco lighting effectively sets off Arlene Phillips' contrived, sometimes deliberately dated, choreography. The story line is weak (Rusty, steam engine, races against crack international diesel and electric motors and wins) but is a good excuse for a series of sexy, foot-tapping, soulful of snappy numbers, each a brilliant pastiche of popular musical trends: country and western; blues; rock'n'roll; punk; ballad and gospel.

On one level *Starlight Express* is an exciting new multi-media musical for now, on another it is a Luddite oratorical hymning steam technology – the answer to present anxieties, future fears: siren songs for lemmings.

John James

Next week

Hugh Hebert on Mass-Observation; Clive Swift on Simon Callow's new book, *Being an Actor*; Ted Wrang on curriculum change

The real story

Hugh David previews 'Venice Preserv'd'

Venice Preserv'd. By Thomas Otway. The National Theatre (Lyttelton). Opens April 12.

On the face of it Thomas Otway's *Venice Preserv'd* doesn't seem the sort of play that will be packing 'em in at the National Theatre for months to come. Let's be honest: there aren't a lot of jokes; it's not going to be another *Gays and Dolls*.

In fact it's about as far removed from the American musical as it's possible to get. *Venice Preserv'd* is a Restoration verse tragedy – the Restoration verse tragedy, the most famous example of a currently unfashionable literary genre a world away from the heaving bosoms, flashing petticoats and frothy language of Restoration comedy. Forget about happy endings; the last scene of Act Five is as thickly carpeted with dead and mutilated bodies as any in Shakespeare. Forget about Mrs Milham too; in *Venice Preserv'd* the women don't so much swap dainty epigrams as run unloosed crying "Murder, murder!"

As if that was not enough to deter most audiences, the play is also loaded with contemporary political satire. Written in 1682 in the immediate aftermath of the Popish Plot, in its day it was chiefly famous for a devastating piece of literary caricature. Its first audiences found no difficulty recognizing in the character of Antonio, an elderly and perverted Venetian senator ("Ah, toad, toad, toad! Spit in my face a little, Nacky – spit in my face, prithee") a portrait of Anthony Ashley Cooper, Lord Shaftesbury, the fallen Whig politician.

All that is lost on us today – so why is Peter Gill's production of *Venice Preserv'd* opening at the Lyttelton Theatre on Thursday night? What makes a play worth an expensive revival 302 years after its first performance? Alison Chitty, who has designed the production, confesses that the questions went through her head when she was first offered the commission. Like most of us, she did not know the play – but then she read it and the answers started coming.

One of the team of British stage designers who won First Prize at the 1979 Prague Quadriennale Exhibition, she was already noted as a purveyor of

period Venice to the British subsidized theatre. She had designed an ingenious "box of doors" to represent the Venetian chambers and courtyards of Ben Jonson's *Volpone* for the RSC's production at The Other Place in Stratford last year. (By coincidence this production transfers to The Pit theatre at the Barbican on April 16.) Reading *Venice Preserv'd*, however, she discovered that "it is a wonderful love story, especially wonderful and upsetting because everyone fails – and hardly about Venice at all".

That was what made it such a good play. That was why, she realized, it was the most frequently revived of all the Restoration tragedies. Betterton, Mrs Siddons, Kemble and Garrick had all played it – so had Sir John Gielgud and Paul Scofield in Peter Brook's production at the Old Lyric Theatre, Hammersmith in 1953.

"There are these three marvellous parts," she says. "All the great actors and actresses of the past have done them, so it's going to be exciting to see what Michael Pennington and Ian McKellen and Jane Lapotnik make of them today. Ian especially. You know this is his first production with the National."

But, Alison Chitty stresses, underneath their fine clothes, "the characters they and the rest of the cast will be playing aren't just Venetian senators or even eighteenth-century politicians, they're real people who you could meet today". "It's been very strange," she says. "You can't really look at the set without realizing that everything's supposed to take place in Venice because there's a huge St Mark's lion over an arch, but Peter Gill and I have spent a lot of time denying the Venetianess of it all. We've kept something of the satire to start with – there's one big clue in the set – but we've concentrated on getting the real story across".

"It's such an exciting story," she goes on. "Terrifically exciting! That's the important bit. That's why people have got to come." Her enthusiasm is infectious. Maybe audiences will be picking into the Lyttelton Theatre after all.

Literary competition

Competition No 49. Report by Scylla You were asked for a letter of application for an imaginary job which shows that even though your qualifications are entirely different from those asked for, you are ideal for the job.

You had to walk along a knife-edge here: some kind of justification on the one hand and complete unsuitability on the other. Some of you perhaps tried too hard to justify yourselves: A Bradshaw's application for a chief education officer's job from a night-watchman who had read all the correspondence entering or leaving the office had some ring of credibility about it. I preferred the sudden jet-down: "I am interested in your advert... I am an experienced Master Butcher..." (Frances Pegum); or the complete incongruity for instance of John Kirkaldy's application for the chairmanship of the English cricket selectors partly on the grounds that his great aunt had been delivered by Dr W G Grace between innings. I enjoyed George Moor's application for trainee assistant at the dolphin research institute: "I could take up the post immediately," he writes, "as, since you have a pool, I could live in it." Enjoyable too was Bill Greenwell's cynical application for a bank manager's job from a door-to-door salesman used to phrases like, "I'd like to say yes, but..."

£10 to V Ernest Cox; £7.50 each to Michael Birt and Paul Griffin. £7.50 also to two entries which, although not strictly within the realms of the expected, were charming (George Moor) and devilish clever (Molly Fitton).

Dear Headmistress, I seen your advert for a Computer Teacher in our local rag and reckon I'm your man.

Though I never went to no la-di-dah college, I done National Service in Aden as a corporal so could easy keep a bunch of teenage yobs in order. Also I'm nearly a karate black-belt so could do PT as well as computers.

Another thing, as the money you pay is a doddle for such short hours I'd be OK for putting in extra during the long holidays for free. My job was once a decorator and I could give the whole school a couple of coats over the summer. (You supply paint – I've got ladders and brushes.)

I can start Monday.

Yours, Arthur Briggs (Kevin's Dad) PS: Computer Studies is my hobby. I once scored 48,500 on Space Avengers.

V Ernest Cox

Dear Prime Minister, I have the honour to declare myself available for the advertised post of Chief Controller (Security) at the Ministry of Defence.

You require "an ex-officer of field rank or above". During my two years' National Service I was officially a corporal but it is still not possible for me to tell the full story and earn my place in history; you will find my file significantly blank.

With reference to "great personal courage" all that need be said is that in these days of cuts and redundancies I am a lecturer of 55. I can't afford a food-taster but never take the first taxi in the rank or stand too close to the line on railway stations.

Please reply via the hollow tree at Chequers.

Yours ever faithful, ever sure, "B"

Michael Birt

Application

I see that applicants for the Head-

Sweeney Todd. By Stephen Sondheim. Selendine Nook High School, Huddersfield.

Sweeney Todd has suffered mixed fortunes since Broadway success: in London it flopped; two years later it did little business in Liverpool; and then nothing till Selendine Nook took it on, where it took a year to rehearse. The music is exacting and marvellously bitter-sweet, and under the direction of John Harris, the children played with controlled and expressive understanding. The singing, too, was thrilling. Hammond's depressed and aloof Todd was balanced by Jill Brook's Mrs Lovett, perfunctorily practical in her

mastership of Alderman Furbelly. Comprehensive must be over 35, possess a degree, and be able to drive. I ought to explain why I am 19, have no degree, and have failed my driving test five times.

My Dad says all heads are exhausted by 40, and have forgotten what it is to be young. I can offer 21 years of genuine understanding, being of an age comparable with your pupils, and not separated from them by irrelevant specialist study. My Dad says he can never see why three years in a physics lab should make a man able to supervise historians etcetera. He tells me the bit about driving is some stupid i.e.a. regulation. I wanted to be a taxi driver, but Dad says that's beyond me.

Paul Griffin

Most Honoured Sir,

In applying for the position of part-time singing teacher for juniors at the Private Academy for High-born Young Ladies, I admit I am not a pensioner for which the advertisement says the post is ideal. I am 16½ and so there is no sign in me of deafness or other infirmity attendant on age. At the present moment I do not actually possess the Imperial Chancellery's Certificate and Diploma of Competence in Instructing Youth in Vocal Proficiency. I was, though, trained as a boy singer from youth and have composed several songs, some of which have been performed. I have had wide experience as an usher, in mathematics and Spanish history, but my first love is music. It is my whole life. I enclose testimonials from the Cardinal Archbishop to my moral character. Your humble servant, Franz Schubert

George Moor

Dear Whomever-it-may-concern,

For what do the peoples of Europe yearn? For unity. What opportunity more splendid for seeing all discord ended and all records merged by selecting and electing a Post Laureate for an EEC at present at sea? But what claims can you say, you say, does a road-sweeper currently employed (though "exploited" would be a word more suited) by Dundee Corporation have to translation to such high station? Simply, sir, my genius (I need not be ingenuously) – and my descent from an illustrious hard work, through destiny's hard decree, was also doomed to see the envy of others fill the chalice of his fate with malice and hate. Already dumb-founded by the eloquence of this letter? Fear not! In German, French, Flemish, Dutch, Danish, Greek and Italian, I express myself even better.

Yours anticipatorily, Wm McGonagall V (Mks) Molly Fitton

Literary Competition No 50. Set by Charybdis

"In sundry moods, 'twas pastime to be bound Within the sonnet's scanty plot of ground."

Wordsworth recalls. I hope you too will find it "pastime" to confine yourself within the sonnet's "narrow room". Any subject whatsoever, but (a) it must be a Wordsworthian sonnet (with any permutation of rhymes in the sciet that you find convenient) and (b) it must contain somewhere the words "times" (or "Times" or even "time's") "educational" and "supplement" (all of them will fit metrically into iambic verse). As many shots as you like – after all, some of those Elizabethan all-rounders could turn out a brace of sonnets before breakfast. Closing date: April 18 (not long but Easter will be here).

suggestion that the best way to dispose of his victims was to cook them in her pies.

Sondheim's *Sweeney Todd* is a bizarre mixture. It's billed as a "musical thriller", yet director John Miller rightly describes it as a "chamber opera". "Mischief! Mischief!" cries poor Lucy Todd, and her wailing perception of evil is a potent element that is well-realized throughout Anne Shelley's production. At the end, its stage is messier than any this side of revenge tragedy, which is where its roots lie. Its strength is in its chilling hopelessness. Yet *Sweeney Todd* is a moral play: the three innocents are the survivors.

Berlie Doherty

Suitable case for treatment

Christopher Price on 'a catalogue of misdeeds'

Corporate Crime in the Pharmaceutical Industry. By John Braithwaite. Routledge and Kegan Paul £25. 0 7102 0049 8.

This is a scholarly work which provides new perspectives on the nature of crime, drugs, and the motives of those in control of the vast multinational industries which now mediate the world's population with increasingly complicated chemical and biochemical compounds. Its message, though veiled by the dispassionate prose in which it is written, is a frightening one – that the drug manufacturers of the world are willing to resort to a vast range of covert activity – much of it both illegal and dangerous to the consumer – in order to maximize their sales and profits; and that if the consumers of their drugs are in the Third World, they are prepared to condone activities substantially more illegal and more dangerous than those they tolerate in the West.

The arms industrialists of the West are accustomed to being labelled as purveyors of death. But they don't mind so much. They have no benign image to protect. They lower their profile, endure the accusations and increase their profits. But their colleagues in pharmaceuticals are less used to generalized charges of pushing drugs and dealing in death. So they go to great lengths in covering up stories, minimizing mistakes and buying medical loyalty. They have been outstandingly successful in their efforts. They weathered thalidomide and are now attempting to sit out Depo-Provera. Indeed they counter attack with sustained public relations efforts to improve their image. In the new burgeoning biotechnological industries "health care" as they put it, is the growth leader. This book puts the pharmaceutical manufacturers right back in the dock.

The first objective of the author is to remind the reader that *crime* is an activity to which corporations are as prone as individuals – especially if profit is at hand. The drug companies don't have the conviction rate of some East End criminals partly because they

can buy better lawyers than government; and partly because governments and international organizations, in their efforts to control corporate crime have lately been relying more on publicity, the threat of it and backstairs negotiation to achieve their ends. Governments fear both the cost and the outcome of expensive courtroom battles; and so do the drug companies. Most of the really powerful ones have preferred, of late, private deals to conviction in court; and though they have paid out staggering sums both to individuals and governments (usually under a court-imposed cloak of secrecy), their profits hold up most wonderfully.

Then there is the nature of "drugs". We are trained to think of drug addicts as the undeserving feckless, addicted to illegal substances we fear and would not personally dabble in. A lot of them are. The advent of the Ayatollahs in Iran, pushed heroin addiction west and the UK Government, in giving asylum to more Iranians than in any other nation in 1980 and 1981, accelerated the problem. But the frightening phenomenon now is that heroin is being rivalled by legal, prescribed, addictive drugs. The new Vallium addicts in Britain have put together an organization – TRANX (2 St John's Road, Harrow, Middlesex) – so far supported by just two London boroughs – Harrow and Brent – but deluged with demands for help from all over Britain. They are now trying to find the money to go national. Any help (£5 affiliation fee) or suggestions (enclose s.a.c.) will be gratefully received.

The genesis of this new phenomenon is set out graphically in chapter six – "The Corporation as Pusher". It provides a startling perspective on the motives and practices of the industry. We are accustomed to see the heroin trade as an evil pyramid. One or two immensely rich "Big" at the top; sales representatives below, pushing the drug to satisfy the demands of their employers for bigger profits; then street salesmen, scarcely less reputable than the addicts to whom they sell; and the addicts themselves. As Mr Braithwaite points out it

has been shown that this economic distributive pattern fits far more plausibly the activities of the legal multinational drug trade. The multinationals are the pushers who make the real profits.

The problem is growing. Hostels which once simply admitted heroin addicts, are now faced with a demand from those addicted to Valium. Librium and other prescribed drugs. Estimates of Britain's prescribed drug-addict population vary from a minimum of 150,000 to 600,000. It is a difficult problem for any government to control, placed, as it is, in the position of handing out public money to both pusher and addict. But at least the dilemma should concentrate the official mind.

The book trawls through a catalogue of misdeeds – fiddling, bribery, negligence and fraud in safety testing, abuse of monopoly power and unsafe manufacturing practices. Although often horrifying, this is not altogether surprising. Many corporations in pursuit of profit and status do much the same sort of thing. It was the subtle bribery that really frightened me, the extent to which doctors, who had signed their Hippocratic oath, could, without qualms, be sucked by material attractions into the conspiracy. Few of the doctors would have seen it as bribery. But there is no doubt that in case after case their professional ethic took second place to their employers' demands.

John Braithwaite has few confident answers. Reluctantly, in the end, he opts for tough laws prescribing more disclosure and for big government bureaucratic agencies to confront the big multinational drug companies. The question throughout is the same: is it possible for a government agency – even the mighty federal Food and Drug Agency in the US – to confront a group of powerful multinationals determined to thwart the law of the land. There is no doubt that in the Third World, governments have no hope of doing so at all. Even in the West, the answer is uncertain. It's a sad commentary on popular accountability and the balance of power in 1984.

Intellectuals not technicians

Structuralism and Education. By Rex Gibson. Hodder and Stoughton £3.95. 0 340 33975 6.

"Most teachers are structuralists", or so says Rex Gibson, even if they don't know it and even if those who might claim for themselves the label could not define the term. This refreshingly unpretentious and lucid book has many outstanding virtues, and not least the capacity to explain (for nearly all of the time) a complex and difficult subject in terms intelligible to a layman but without being insulting to those who have in fact read Piaget, Levi-Strauss, Saussure, Culler and Bernstein. The author contrives to identify themes of the so-called structuralists without pinning himself into precise orthodoxies.

But why should teachers care about such things? "What have to myths of the Bororo Indians to do with 4F on a wet Friday afternoon?" The author's answer is an implied compliment to the profession, and a challenge to those who are responsible for its development. Teachers, and especially if they are to engage in research into their own classrooms, must be intellectuals and not technicians, capable of understanding the implications for their own world of a whole range of complex disciplines. There is here no self-conscious attempt to defend some of the silliness of structuralism – simply an analysis of the Cambridge English Faculty. The book opens with seven arresting, indeed entertaining, examples of the ways in which structuralists think. From them is derived not, of course, a definition but a check-list of the six related ideas which run through structuralist thought: a wholeness, relationships, "decentring the subject", self-regulation, synchronic analysis, transformation.

In the last chapter he outlines a method of "structural analysis", a method it sounds like a new if selective school, and is optimistic about its potential benevolence in the hands of

teachers. The trouble is that not enough concrete examples are given of precisely how all this might work – and the one sustained example, of an infant water-play session, does more harm than good. The method, persuasively but not evangelically presented, reads like an interesting and undogmatic blending of different insights and styles – provided that they are not "empirical" – and has the great virtue of stressing human competence and capability, so restoring the "I" to the centre from which structuralism had displaced it. This is a noble enterprise, and an appealing way to engage teachers in "research", but it is not clear whether, at the end of the day, it owes all that much to the structuralism of which so many clear and good examples are displayed in the earlier passages of this book.

It is to be hoped that, after so perceptive and intelligent an introduction, more examples of the use in classrooms of "structural analysis" (and a sharper attempt to define the enterprise) will be published. If they are written with the pace and style of these 150 pages, then they will deserve an equally wide readership.

Harry Judge

Smoke Ring: The Politics of Tobacco, by Peter Taylor (Bodley Head £9.95) is a readable and provocative survey of the mechanisms by which governments all over the world bow to the economic power of the tobacco industry. It is full of chapter-and-verse evidence of the kind which should make it obligatory reading for sixth-form politics classes; one of its most topical sections charts the way smoking has made it to the top of the British arts establishment.

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Richard Hughes

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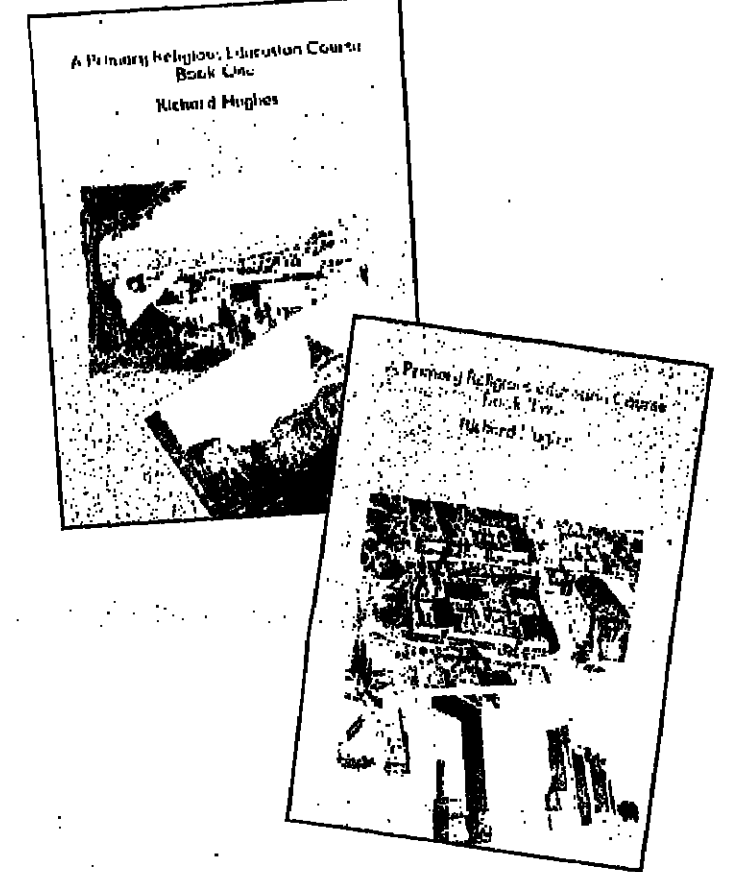
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BOOKS

Not so simple

Classroom Teaching Skills. Edited by Ted Wragg. Croom Helm £15.95. 0 7099 2756 8. £7.95. 2757 6.

Some would say good teachers are born. Ted Wragg is of the view that perhaps they can be made, or should I say trained. For a long time he has advocated a teacher training programme that placed more emphasis on properly structured classroom skills. Hence his DES-funded Teacher Education Project was set up to research these issues and develop appropriate training materials. The study was based on observations of over 1000 lessons, discussions with over 200 teachers, and on the trial of teacher training materials, some of which are now published as Focus workbooks by Macmillan.

The main chapters in the book report the method and findings of different parts of the research. "Class Management During Teaching Practice" (Wragg and Dunlop) analyses and compares the classroom handling abilities of "good" and "poor" students. The findings confirm what good teachers know already, that "effective managers" are well prepared, explain and question well, anticipate pupil difficulties, nip trouble in the bud, arrive at classrooms before pupils, are not overbearing and are concerned about personal relationships. On a more specific issue, "Teachers First Encounter with their Classes" (Wragg and Wood), compares the abilities of experienced teachers and students to establish the ethos, rules and relationships for future lessons. The teachers were clear about their practice, established a "dominant presence" and "tempered" any initial bashfulness with humour while students were more confused about rules and relationships leading to some early difficulties. Predictable findings, but both chapters would

be helpful for student teachers.

"Consumer views were canvassed in 'Pupil appraisals of Teaching' (Wragg and Wood). Pupils had to imagine how 'the best teacher in the world' would rate on a 5-point scale on a 39-item questionnaire covering topics like lesson management, personal relationships, and discipline. Pupil conservation shone through and there were no surprises. They liked teachers who have a sense of humour, are fair, consistent, and interested in individuals, but most of all they were impressed by teachers who explain things well. That gave pupil support to the importance of the concerns of the next two chapters.

"Asking Questions" (Brown and Edmondson) is an interesting piece on classifying, sequencing, targeting, and analysing the kinds of questions used in the classroom. In the research sample over two-thirds of classroom questions merely invited data recall and simple deductions with less than one-fifth calling for more complex and imaginative responses. That depressing fact was seen more as a criticism of the curriculum than the methods of teachers. It is, of course, both "Explaining and Explaining" (Brown and Armstrong) should help teachers analyse their explanations and improve the structure of lessons by making more varied cognitive demands of pupils and extending their existing knowledge.

The most disturbing chapters are concerned with mixed ability organization. "Mixed Ability Classroom Organization and Learning" (Kerry and Sands) uncovered a widespread "mismatch between the underlying philosophy of mixed ability teaching and its practice". For example, claims for the importance of group work were more common than its practice, and even where mixed ability classes were well handled there was too much reliance on workcards with inadequate back-up

resources. In 90 per cent of lessons observed the whole class was given the same task and the researchers raised serious questions about the quality of pupils' thinking.

These complaints were more rigorously examined in "Analysing the Cognitive Demands made by Classroom Tasks in Mixed Ability Classes" (Kerry). Teacher talk, teachers' questions and pupils' responses were analysed for "cognitive" level. Were teachers really coping with the varying needs of pupils across the ability range? Generally no. Few tasks made adequate demands of the able and many tasks set were trivial. Only about 15 per cent of tasks made stimulating demands. I wonder if this is a criticism of mixed ability classes only.

Ted Wragg concludes the book by arguing for a teacher training course that gives greater weight to classroom skills. I agree, but I cannot accept that anything like a theory of classroom practice could be put together and this book does nothing to convince me. The surgical parallels beloved by Ted will not hold. There are right and wrong ways of doing surgery, precise areas of operation, clear and predictable outcomes, fairly immediate indications of success, and, most important, an unhesitating patient who is the passive recipient of the surgeon's skill. Teaching is not so simple. Different strategies fail and succeed at different times depending on trivial variables like the weather, the previous lessons, the time of day, whether Newcastle won or lost on Saturday, etc. But I am all in favour of anything that leads to an improvement in classroom skills and this book, like the Focus workbooks, contains useful tips, provocative analyses, and some needed correctives. There are also plenty of true observations and fairly lengthy confirmations of what we already know.

Patrick Eavis



Peace Moves: Nuclear Protest in the 1980s (Chaito and Windus, £4.95) is a photographic record by Ed Barber of CND marches, peace camps and other manifestations of anti-nuclear feeling. There is a sympathetic text by Zoe Fairbairns and James Cameron.

Literary gamesmanship

PAPERBACKS

Locus Solus. By Raymond Roussel (translated by R Copeland Cullingham).

Impressions of Africa. By R Roussel (translated by L Foord and R Heppenstall).

We Always Treat Women Too Well. By Raymond Queneau (translated by B Wright).

Zazie in the Metro. By R Queneau (translated by B Wright).

Whole Days in the Trees. By Marguerite Duras (translated by A Barrows).

The Erl-King. By Michel Tournier (translated by B Bray).

The Four Wise Men. By M Tournier (translated by Ralph Mannheim).

Alain Robbe-Grillet. By John Fletcher. Methuen £1.95.

For British publishers, with the exception of John Calder, modern French literature stops after Sartre, Camus and Simone de Beauvoir. It is ironic that the more experimental writers who are the least accessible to most English readers in their original language, are also the least likely to be available in translation. Once again, Calder is responsible for bringing out most of the books in this batch which traces some important strands in modern French fiction. There will be some surprises for anyone who thinks that French culture produces only a literature of ideas, dominated by Cartesian rationalism, and quite apart from the interest of the works in themselves, the exercise of translation is justified by the evidence of cross-currents: as John Fletcher suggests in his study of Robbe-Grillet, British and American writers are aware of what goes on abroad, even if their publishers appear to ignore it.

Roussel, a contemporary of Alfred Jarry, is now recognized as a precursor of surrealism and an influence on the New Novel and the Theatre of the Absurd. These releases of *Locus Solus* and *Impressions of Africa*, with their meticulous descriptions of his extravagant fantasies, convey the quality of his imagination. Historically, he can be

linked to both Queneau and Robbe-Grillet, but is rather more of an acquired taste than either for the general reader.

Barbara Wright has done an excellent job of interpreting the untranslatable Zazie, with its puns and shifts of language register. *We Always Treat Women Too Well* is Queneau's sly tribute to Joyce, set in Dublin at the time of the Easter Rising and telling the entirely apocryphal story of Girtle Girdle, a post office clerk made hostage by the IRA who seduces each of her captors in turn before being released by her fiancé, an officer in the British Army. It may not be Queneau's best novel, but it is great fun: if literature is a game, why play it solemnly?

One reason, I suppose, is that you are likely to be taken seriously by the critics, as well as by readers who may feel that Queneau is intellectually less respectable than the heavyweights of the New Novel. The short stories of *Whole Days in the Trees* show Marguerite Duras' skill in creating moods and associations: in "The Box", for example, where the chance linking of visits to the zoo and the body of an old woman establishes a whole outlook on life. John Fletcher's study of Robbe-Grillet analyses the themes of his novels at source, rather than through the distorting mirror of the critical writings, and is not afraid to pass judgement on his more distasteful sexual obsessions.

It is becoming a commonplace among British critics to say that, since the New Novel, there has been little of real interest in French literature, apart from Michel Tournier. He too has some strange obsessions and harnesses them to the creation of myths. Abel Tiffauges, the ogre of *The Erl-King*, is one of the most original and compelling characters in any literature and Tournier's achievement, especially in this book, is undeniable. But what of Georges Perec, Patrick Modiano, Michel de Certeau and many others whose reputations have been established over the past decade? I cannot accept the view that Tournier is the only contemporary writer in France worth reading and worth translating.

Robin Buss

Among this week's contributors:

Robin Buss is a lecturer in French at Woolwich College of Further Education.

Harry Judge is director of the Institute of Education Studies, Oxford.

John Messenger is Reader in Zoology at Sheffield University.

BOOKS

When I grow up . . .

A day with a Lifeboatman. By Martin Canavan. 0 85078 356 9. A day with an Oilrig Worker. By Jim Crawford and Chris Fairclough. 964 1. A day with a Train Driver. By Chris Fairclough. 903 X. A day with a Muscleteer. By Graham Richard. 901 3.

Wayland £3.50 or £3.95 each. The Lorry Driver. 0 241 11164 1. The Nurse. 11162 5. The Postman. 11163 3. The Vet. 11165 X. By Anne Stewart. Hamish Hamilton Cherrystone series £3.50 each.

Careers at a Record Company. By Rylan Bell and Teresa Koenig. 0 8225 0348 5. Careers with a Radio Station. By Mark Lerner. 03123 3. Careers with an Orchestra. By Laura Stevens. 0344 1. Careers in an Airplane Factory. By Rylan Bell and Teresa Koenig. 0349 2. Lerner Publications £3.95 each.

I Want to be a Pilot. Macdonald Educational £3.95. 0 356 07144 8.

There was a time, I understand, when every little boy wanted to be a train driver and every little girl a nurse. The advent of the diesel locomotive and a more responsible appreciation of woman's place in society have gone some way to change these views. But despite poorer employment prospects children still look forward to adult life and working for a living. For young children adulthood as they perceive it is likely to be wrapped in as much fantasy as a James Bond film. How important then, that books which give information about the world of work be grounded in reality.

The great strength of the "A day with . . ." series from Wayland is that each title is built around a real person. We are told, for example that Norman Gardner has been a train driver for 28 years, that he joined the railways in 1938 and now drives a 125 High Speed

train from London to the West Country. Each page of text is illustrated with a photograph. As we are taken through Norman Gardner's day, we learn a great deal about the demands made upon him.

It would be easy (though dishonest) to ignore the less glamorous aspects of his job, the fact that he is a member of a trade union, that he has to carry out routine checks on his train as well as drive it. Indeed the section which actually deals with the journey occupies a comparatively small part of the total book.

The honesty of this series is an essential part of its appeal. The text, though simple, is clear and unambiguous. Facts (so beloved by children) are not ignored, but woven skilfully into the text. Did you know, for example, that in the oil industry drill pipes are never spoken of in the plural . . . or that it is best to play an acoustic instrument through a microphone rather than an amplifier? These four titles will appeal to children across a wide age range. Junior schools will find them useful for topic work, secondary children will be able to dip into them for CSE studies.

Cherrystones, a series from Hamish Hamilton, also takes the reader through a working day. The story approach is easy to follow and, like the Wayland series does not avoid the less attractive elements of working life. The picture, in colour, of the birth of twin lambs (*The Vet*) is not for the squeamish. What I liked particularly about the four Cherrystone titles is that they range across the employment market. The lorry driver, Jim Hayden, represents the traditional British workman. The postman Shashi Tahakor is from the new commonwealth, the vet and the nurse illustrate the place which women play in contempor-

ary society. An excellent series, highly recommended.

The reservations I have about Lerner's careers series are not simply that they come from the United States, even though I do feel that the differences between the two cultures make it difficult to produce books which will meet the needs of both markets. The colour photographs show neat, immaculate workers posing somewhat artificially in their offices and at their machines. What worried me most was the odd lapses into phonics. We learn about continuity (Kon-tih-NOO-lit) and demographics (dem-oh-GRA-fiks) and Jacques (LACK-er). There seems to be no rules about which words are so treated. Although this series has been well received in the US it hardly meets the needs of children on this side of the Atlantic.

I Want to be a Pilot adopts quite a different approach to any of the others featured here. It tells through an illustrated story how Ben, a rather unprepossessing junior, learns all there is to know about becoming a pilot. Like the books listed above, much information is hidden in the text. I found the cartoon like drawings and the simplistic text rather patronising. Perhaps this is partly due to the fact that the book has been produced for the International rather than the UK market. This prompts me to suggest that when deciding to add books about work to the school library, we check that they have been based upon the contemporary job market and are relevant to the children in our schools. Which brings me, tongue in cheek, to conclude that each series featured here ought also to include a title to help those who leave school for the world of work and find none available.

Henry Pluckrose

CHILDREN'S LITERATURE

Voyager

Giant Cold. By Peter Dickinson. Illustrated by Alan E. Coker. Victor Gollancz £4.95. 0 575 03185 9.

This brief and stinging poetic fable is unlike anything else Peter Dickinson has written. It is a very odd, very beautiful book. The bare elliptical text is charged with feeling, feeling which is admirably captured in Alan Coker's haunting line drawings. The opening haunting line drawings. The opening and closing chapters concern a child, "I might be you" - with its parents on a holiday island. The emotional tensions of the opening scene, in which the parents squabble about what to do on the last day of the holiday, precipitate the central fantasy, in which the child, always referred to as "you", tracks Giant Cold across the ocean to the same holiday island. On the way "you" eat a magic fruit which makes you mischievous, and you are exhibited in a bottle by a sailor. But all the setbacks of your journey prove necessary to its success, and in the end you find the giant, crawl down the labyrinth of his solar passages, and meet yourself: "Self sees self. Oliver sees taking. Hopper sees fearer, love sees longing." The two selves join and escape, and Giant Cold thaws into your father, "him, known all your life in this world, loved and longed for".

I do not pretend fully to understand the import of this story. Children baffled by it may simply turn away. I suspect that many will accept the puzzle of the book's symbolism as fair exchange for the fierce clarity of its imagery. The concentrated prose subordinates interpretation to immediate experience. When the sailor captures you, the claustrophobia of "Darkness. The sweet sick stink of the inside of the sailor's tobacco-box" leaves no room to ask for explanations. But the book does pose two questions, both of urgent importance to the child reader: "What does it mean, loving someone?", secondly, and most pertinently, "Where can you hide, on the big bare page?"

Nail Philin

Sins of omission

A Secondary Religious Education Course. By Richard Hughes. Oxford University Press. 3 pupil texts £2.50 each. Teachers' manual £4.95.

Oxford's Secondary Religious Education Course by Richard Hughes is now completed with the recent publication of the teachers' manual. There is no doubt that a great deal of time and energy have gone into producing this course and most especially into the teachers' manual which contains a vast amount of material.

Has the course achieved what it apparently set out to do? Hughes states in his first book that he will "supply the non-specialist teacher with carefully-planned textbooks", and will "see that pupils have an almost inexhaustible supply of things to do". On the face of it, it appears that he has achieved both of these. Certainly no teacher could complain that there was a lack of work for his pupils to do. It is rather what Hughes has missed out in these aims that was the most worrying thing when the books first started to appear.

The teachers' manual begins by stating that "certain clear aims have been pursued. But as these aims cannot be immediately evident to anyone handling the books, it has been considered necessary to prepare a teachers' guide." It seems strange to me that it is only at the end of this ambitious project that Hughes finds it appropriate to make these "clearer aims" even clearer. If we as specialists cannot decipher the aims at the outset, how could a non-specialist be expected to do so? Even when Hughes tries to explain his aims, the main one appears in a negative form: "the aim of these

books is not to proselytize."

Hughes attempts to answer the criticisms of the first three volumes by justifying his almost total lack of material other than Christianity by saying that "a study of world religions presents both teachers and pupils with a bewildering amount of material. It would be most unsatisfactory to skim over the surface of them all". Hughes appears to have taken little cognisance of recent Agreed Syllabi for Religious Education, most of which acknowledge the need for young people to know and appreciate the beliefs, traditions and sole texts of faiths other than Christianity. It seems to me no educational sense for Oxford to produce a Religious Education Course for Years 1-3 in Secondary School while ignoring the world religions issue; they underestimate both the teacher and pupil. As Hughes points out, in the majority of schools religious education is compulsory only up to the end of Year 3, so many children could leave school with little or no knowledge of other religious traditions if this were the sole text used. What Hughes is offering is Christian religious education and not religious education. Therefore I feel that his books are not appropriate for many children.

Overall, the series is a disappointment and critics have already pointed out the faults with the pupil texts. The teachers' manual is lengthy (112 pages) and seeks to give a detailed guide to each pupil book together with answers to the "exhaustive" pupil tasks. I think the non-specialist teacher would find much of it very difficult and discouraging. This is not a series I can commend.

S D Lavender

Churchman

Here Are The People. By Peter Watkins. London: Vicar, and Eric Hughes. One of his parishioners, the book completes a trilogy: *The Church* about buildings and *Here's The Year* about festivals and celebrations.

Accepting that nearly everyone in the book is male, the authors end with a chapter on the position of women in the church, concluding that as other outside forces have changed the churches, the women's liberation movement will probably do so too.

Neat line drawings by Susan Neale complement the text which is attractively laid out. Hence the book is ideal for a present for a child of almost any age. School libraries should value it too.

Gillian Thomas

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In the winter of Orwellian that stunned us at the beginning of the year, almost the only thing we were spared was a dramatization of *Nineteen Eighty Four* itself. This was no oversight by programme planners and theatre directors, but a result of the dramatic rights simply not being available: the "property" is the subject of a £4.5 million film now in production.

The only permissible interpretation being a "straight" reading of the novel. BBC Radio 4 decided it was uniquely suited to be the first serialized *Book of Bedtime* of the year; and it is now also available in a version read by the award-winning actor, Derek Jacobi, on two audiocassettes. With a touch of Doublethink worthy of Big Brother himself, these are issued on the Listen for Pleasure label.

It is of course an abridgement (lasting approximately two hours, it is rather good value for money), which has been deftly edited out of the somewhat discursive text by Sue Dunson. Jacobi's reading is never rushed but does have a distinctive pace and so this re-telling has an excitement that is not always immediately apparent to the reader of the novel. Indeed, for any group studying the book, it would be an admirable introduction to the plot and characters, even if it does not always focus attention on the book's political and social significance. An excerpt from Orwell's appendix on Newspeak does however provide a neat introduction to this chilling satire.

David Self

The Open University is to publish its own version of LOGO for the BBC Micro as part of an in-service course on educational software. It may also be available separately. The OU's Logo has been devised in collaboration with the origins of the language at the Massachusetts Institute of Technology and the Department of Artificial Intelligence at Edinburgh University. It will compete directly with the Logo to be published by Acorn, the manufacturers of the BBC Micro, which is also likely to be made available this summer.

The OU's course, Educational Software, is already available for the Apple II and RML 380Z - the Apple II version offers a discount for the Apple Logo and the 380Z pack includes its own RML Logo, for no extra charge. However, because of delays in producing the BBC Micro version, the OU felt compelled to offer its own. Shortly after work had begun, Acorn announced that they had contracted an Oxford-based company, Richards Computer Products, to devise a Logo for the BBC Micro.

The course "Educational Software" requires some 40-50 hours' study and is suitable for both secondary and primary school use. It requires no knowledge of programming, says the OU. The pack begins by showing how a small Logo program is constructed and how the teacher can make minor modifications to the program code and construct short procedures. Various educational programs are then discussed and there is a critical examination of three commercially published computer assisted learning packages. The pack costs between £49 and £55 depending on the version of computer used.

Tim O'Shea, director of the OU's Micros in Schools project, said that the Open University was "concerned to tell the teacher the truth about software".



Educating teacher

Carolyn O'Grady on the Open University's new LOGO and a software course for teachers

There was, he said, a crisis in software publishing in the same way they had into the manufacture of hardware.

The course, he said, aimed to help teachers evaluate programs and to make their own decisions. The emphasis, therefore, was not on programming but on enabling teachers to make judgements.

The pack includes a study book, activities book and course reader, discs with programs specific to the pack and three packages of commercially produced software. There is also an audiocassette and optional video.

Adam Grawinski, who is in charge of the OU's Logo division, said that the university was committed to Logo and hoped that it would replace BASIC in schools. Most Logos in Britain, he said, derived from either the MIT model or that established by Edinburgh University. The OU, he said, considered that it had achieved a consensus of opinion from these two groups and achieved "the best of both worlds".

Other packs to be published by the university this year as part of their Micros in Schools project include Learning about Microelectronics and Inside Microcomputers, both of which will include a new educational computer, DESMOND, which is designed to illustrate the working of the inside of a computer. Desmond contains a range of input and output devices to enable teachers to learn by practical problem-solving. Inputs include slide switches; switches operated by magnetism, light and tilt; and sensors for temperature, angle and light. Outputs include coloured lamps; a lamp with adjustable brightness; a buzzer; and small motor and an eight-character display.

The internal language and structure of Desmond are simple enough for a beginner to master quickly and completely, says the OU, even though it has all the main features of more complex computers. All connections are made using the keyboard and there is no soldering, plugs, sockets or loose wires. There is an accompanying Practical Book, which takes the teacher through circuits of gradually increasing complexity.

Spirit servants

Stories from the Faiths
By Alison Sinclair and Jill Essame.
Teacher's booklet, £1.35. 7202 0843 2.
Spiritmaster book, £9.95. 7202 0844 0.
Nisbet (James) & Co Ltd, Digswell Place, Welwyn Gardens City, Herts AL9 7SX.

When pressed for an easy religious education lesson for middle juniors, what could seem more suitable than summoning the aid of a spiritmaster? Whether *Stories from the Faiths* will be genuinely useful or simply a way of occupying the class without too much trouble is a more open question.

This pack consists of a teacher's booklet in which are told four brief tales from each of the six main world faiths (Judaism, Hinduism, Buddhism, Christianity, Islam and Sikhism). The accompanying spiritmaster book contains a work page to accompany each

story. These pages can be detached from the book and used to duplicate worksheets for each member of a class. As the pages come ready inked, it is perfectly possible (if a little laborious) to make copies simply by the use of pressure, say, from a ruler or the edge of a credit card drawn across the face of the master. Alternatively they can be used on a spirit duplicator. (The publisher suggests that the former method will produce 100 copies from each sheet, the latter over 200).

It must be said that the stories themselves are somewhat oversimplified and, taken together, have little if any coherence. The worksheets test only comprehension and recall of the story and offer no original or creative exercises. Even so, they would be a useful adjunct to a lesson which happened to involve one of these stories: spirit servants rather than masters.

Michael Henderson

notes

MARY GLASGOW CATALOGUES
1984 catalogues from Mary Glasgow are now available for Modern Languages, Religious and Moral Education, and Audio-visual materials.

New publications in the language range include "Service Compris", a French resource file providing graded materials (cassettes and A4 printed modules) in all four skills. New sound and filmstrips for Religious and Moral Education cover "Christianity" and "Festivals". All these will be reviewed shortly in "The TES".

Catalogues from Mary Glasgow Publications Ltd, Brookhampton Lane, Kineton, Warwick CV35 0JB.

LANDFORMS
Griffin and George have produced a new set of landform models for geography and geology studies. Eight coloured plastic models fit together to form a 900x900mm landscape. Mountains, lakes, rivers, deserts, glaciers, coastlines, and other man-made effects. The models are supplied with teaching notes and suggestions for further work. Sets can also be obtained unpainted and without notes.

Also available is a watercycles model. This is an ingenious simulator which creates a closed water cycle, allowing classroom demonstrations of collection, evaporation, condensation and precipitation.

Griffin and George, 295 Ealing Road, Alperton, Wembley, Middlesex HA0 1HU.

SCHOOL VISITS
Details of venues offering educational facilities in the counties of Hereford/Worcestershire, Warwickshire, West Midlands, Gloucestershire and Staffordshire, are now available to teachers. These can be obtained from Ann Blackmore, Information Officer, Heart of England Tourist Board, Old Bank House, Worcester W1 2EW (tel 0905-29511).

A range of teachers' booklets on planning productive school visits is available at £1 each from the National Association for Environmental Education, Westbourne Teachers' Centre, 17 Westbourne Road, Sheffield S10 2DP.

RESOURCES/SOFTWARE

Edfax

For the BBC Micro on disc
£34.68 including VAT and p&p
(£23.88 inclusive to UK schools)
Teemedia, 5 Granby St, Loughborough, Leics LE11 3DU

Edfax has been saddled with the most outpitting of subtitles: teletext emulator. This apart, it is a most accessible and likeable piece of software, thoroughly pilot-tested and thoughtfully presented. Teachers of language arts, general studies and art-design, however computer-inexperienced, should seize on it with gratitude and enthusiasm as a novel and enjoyable way to explore electronic communication. It underlines the fundamental differences between organizing and transmitting information on a screen versus on paper.

Mike Astill, of East Midlands Microelectronics Education Project, had the original idea. Like most good ideas, it is essentially very simple: why not make a BBC Micro with disc drive act like a complete teletext system, so that pupils can create, edit and save their own teletext pages? In effect, pupils replace the journalists, designers and editors who compile Ceefax or Oracle, and apply the system to their own interests. It can be used to create an electronic magazine, an exhibition notice-board, a self-contained local database, an electronic poster gallery, multiple-choice stories where the user selects the subject and ending - or a friendly introduction to the computer for terrified parents.

Edfax allows text and background in a choice of eight colours, steady or flashing, with lettering normal height or double, and also graphics constructed in three different ways including simple animation effects. It enables pupils to conceal parts of text or graphics, later to be revealed by the "user". This has obvious potential for "hiding" the punch-line of jokes or the answers to quiz questions. "Cycle" pages resemble cycle pages in broadcast teletext except that the pupils define which pages are connected to

others. The DISPLAY program can easily be modified to change the cyclotime variable (initially set to 10 seconds), though this then affects all pages alike. Display times of individual pages cannot be adjusted. Edfax has been developed and refined in classrooms over the past year by teachers and pupils in five counties. Some of this experience has been encapsulated in the 80-page demonstration database supplied as part of the package, which has been produced to a high standard by Teemedia. Even if a teacher has never seen teletext in his life, he has only to load the Edfax disc (Shift-Break) to get going instantaneously. A menu offers a choice of three sections: information about Edfax itself, educational ideas for using it and a picture gallery. To

choose a page you just type its three-digit number; you don't even have to hit Return. The graphics in the Picture Gallery were all provided by pupils, who are individually identified. There is enough ingenious and attractive use of the Edfax facilities to whet the appetite and give the user a quick overview of the almost unlimited potential.

So the DISPLAY program and database pages offer a good shallow-end introduction to teletext. Users with a normal degree of curiosity will soon want to strike out for the deeper waters of the editing software so as to create and edit their own material. The EDIT program is also menu-driven, and makes good use of the BBC Micro's function keys. The manual guides you gently in tutorial style.

beginning with text only. Embedded characters are used to control the various effects (text and background colour, flashing, double-height); these are invisible on-screen, but messages inform you of their presence as you move around the screen under cursor control.

Once you have mastered the presentation of text, three methods of building up graphics are explained: using pre-defined graphics characters, using the c.r.d.l.e.v block of letters to define a 6-pixel block or using separate graphics for adding fine detail. These are all clearly explained with good illustrations. The next section explains the details of superimposing control codes and graphics characters, the conceal-and-reveal facility, and how to build up cycle page sequences

with few exceptions. The documentation is mostly lucid and well-organized, with a proper index and enough about disc operation to avoid the need to cross-refer to the disc manual.

Fortunately, you can always use the EDIT program to pull in one of the demonstration pages and roam around the screen finding the control characters and re-editing the page to achieve new effects. I found this method a useful supplement to the printed manual, well-presented and helpful though it is. Editing pre-existing pages is also a good short-cut to creating gratifying effects without the spade-work of keying in the basic design. Although a screen-planning chart master is provided on paper, for extensive use teachers may want to improvise screen overlays to suit their own monitors.

Edfax is designed for use with a single 40-track 100 K disc drive, though I used it with an 80-track twin drive, permitting a database of 182 pages per disc. The EDIT program (which is copy-protected) is readable in either format whereas the DISPLAY program is easily converted using a standard 40/80 utility. Alternatively Teemedia will supply an 80-track disc for an extra £1.50. This seems a sensible approach to keeping costs down. Edfax will not work on Level 1 Econet, though it is intended to support Level 2 once it is generally available. An Econet datasheet and printer dump routine will be available through Regional Information Centres. And Teemedia plan to publish a full package for INSET courses in the autumn.

Could one ask for more? Well, Edfax creates only one-way videotex: users of the database have only the most limited opportunities for interaction at run-time. But that is in the nature of teletext: power is in the hands of the broadcasters! In what they have set out to do, the Edfax team have succeeded brilliantly; they have not only provided the software but also backed it up with first-rate documentation and educational support. Now it's up to teachers to make the most of it.

ENTER TELETXT

Jacquetta Megarry on a novel way to explore electronic communication

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Andrew Welham, Educational Marketing Department, Penguin Books Ltd, 536 King's Road, London SW10 0QH.



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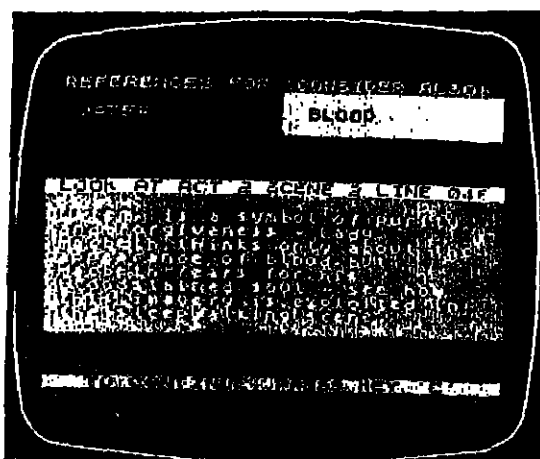
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Please send this coupon with your cheque to FRANCES HOUSE, The Times Educational Supplement, Priory House, St Johns Lane, London, EC1H 4BX.

Et tu, Shakespeare

David Self reviews some dramatic products from Penguin



Henry IV Part 1, Julius Caesar, Macbeth, Merchant of Venice, Romeo and Juliet, Twelfth Night. All available on cassette for the Sinclair Spectrum 48K (BBC/Electron version in May). Price £5.95 each. Penguin Study Software, Bath Road, Harmondsworth, Middlesex UB7 0DA.

As someone who feels that easily the most efficient information storage and retrieval system yet devised is that convenient little device known as a book, I approached this O level Shakespeare software with misgivings.

"As you," I therefore asked Donald McFarlan, the editor responsible, "are you a computer buff?" "No, I'm the editor of the Penguin English Library," just as I found that a reassuring answer, so he in turn would have been reassured by the response of the first students to whom I showed the programs: "If this had been around last year when I was doing O levels, I'd have spent my own money on it." He would have been less pleased by the next comment: "We could have copied it for the whole class."

Penguin has chosen to launch the project with a version designed to run on the 48K Sinclair Spectrum, the most widely used home computer. This is not simply in the hope that it will sell to parents tired of computers being used exclusively for games, but because the programs are probably too time-consuming for widespread use in schools. They have been written by two teachers, John Mahoney and Stewart Martin, and require of their user only a minimal knowledge of computing. Once a program has been loaded into a computer (a fairly slow process, taking some four or five minutes), you are offered a menu: characters, themes and acts. Having made this choice, you

can then go straight to a particular character, eg Malvolio or a theme, eg madness. Alternatively you can select a theme in conjunction with a specified character and the program will then take you through all the noteworthy cross-references in the play, or you can limit your search to a particular act.

The publicity material claims that "Penguin Study Software does not replace the text, nor does it simply provide the open-ended and thought-provoking questions, notes and additional 'points to consider' that flick up on the screen." There is no easy introduction to Shakespeare, nor a last-minute revision aid or electronic rival to Coles' Notes. We are really up-market here, and the user needs to know the play in question, or at least be familiar with its characters and plot. He or she must also have a copy of the text to hand (references are made to the New Penguin Shakespeare edition), a notebook and many spare hours to work through the open-ended and thought-provoking questions, notes and additional "points to consider" that flick up on the screen.

My immediate reaction was that such notes as "A subtly ironic comment from Romeo - in view of the symbolism of 'light' in the play, how will he 'bear' it?" make it very much an A level course. This was modified on seeing it used by its intended age group: it absorbs able students and commands their attention for hours. I was also impressed by the clever use of colour, by the use of a cursor to locate and select study points (there will be no hold-ups caused by trying to key in a character's name with an incorrect spelling). It is also very good value for money when matched against comparable software.

There are criticisms to be made of the technical aspects of the programs. Not only can you not opt to study a particular act of a play without first selecting a character or theme, but you do not appear to be given this vital piece of information anywhere. It is

New directions

Peak Mathematics Programs Directions 1, 2, 3 and 4. For BBC Micro, RML 480Z and Sinclair Spectrum - on cassette. Price £9.75 + VAT per pack. Nelson (Thomas) & Sons Ltd, Nelson House, Mayfield Road, Walton-on-Thames, Surrey KT12 5PL.

New developments in mathematics schemes will certainly involve the inclusion of computer programs. Nelson, the publishers of Peak Mathematics, are the first to provide software as part of a maths scheme.

The four packs of programs published recently deal entirely with spatial aspects of mathematics. Directions 1 is for very young children and has the concept of language for "left" and "right" as its theme. There are three programs in the pack. The first program is the straightforward demonstration of a car turning left and right. In the second program the pupil has to guide a man on a journey round a track by directing him "left" and "right". This is quite demanding, as the instructions refer to the man's left and right, not the screen's. So it provides a useful activity for infants to learn to identify with a changing frame of reference. The third program is more of a game: you have to steer a boat round some rocks. To move left, you have to press the L key, which falls naturally under your right hand. To move right, you have to press the R key, which falls naturally under your left hand. I found this very frustrating and kept crashing my boat.

In Directions 2, the four programs supplied deal with the four compass points: North, South, East and West. The first program shows a man who turns according to a given compass direction. The pupil has to say whether he will end up facing the river, tree, hill or gate. Mistakes are corrected by presenting a demonstration of the turn. The second program is almost identical, except that the pupil must state the direction turned rather than the destination. In the third program, the pupil sees a track rather like the one in the previous pack. This time, however, the person is guided along the track by instructions to turn N, S, E, W. The fourth program is similar in content yet much more interesting and realistic than the first three. The screen shows a kind of map of some streets and the pupil has to guide Fiona home after making her visit certain places.

Directions 3 extends the material in Directions 2 to include eight points of the compass. The first program features Otis the spider who has to turn to eat a fly. If you make mistakes, clues are given. This is a great improvement on the man with the river, tree, hill and gate. Sadly, this man returns in program two, but now with eight geographical features to look at. The fourth program in this pack is a very good one. You walk your dog in the

dark and have to avoid unseen objects without treading on your dog. By now the pupil will have fully understood the names of the eight points of the compass and the dog program is not really for learning this fairly basic knowledge. Instead, it is a rather good puzzle developing spatial perception and memory skills.

Though the theme of Directions 4 is said to be "the language of direction", the programs really cover much deeper types of learning. In the first program the pupil can draw a spider's web using directional instructions based on "horizontal", "vertical" and "diagonal". This activity takes quite a long time and is not a very efficient way of merely teaching the language involved. It is, however, an extremely good pattern activity and full of interesting mathematical possibilities.

The second program is a good game for two players. You can either play against the computer or against an opponent. The game is played on a grid and you have to select routes. It is rather like two-dimensional "nim" and is an excellent game of strategy. The final program is also a game, "kings and pawns". This is a reasonable and fairly well-known game but there seems little advantage in playing it on a computer rather than on a board. The only possible reason for playing it on a computer is that you can play against the computer. But the computer is hard to beat and the players I observed always lost and became fed up.

On the whole, each program pack contains at least one really good program and at least one rather feeble one. Since each pack consists of just one cassette you have to take the rough with the smooth. The teacher's notes do not say very much about extension of the mathematics involved. The notes are, in fact, a detailed presentation of the "script" of each program, very useful when first in use.

Though marketed as part of the Peak Mathematics package, the programs can be used quite independently. You can, of course, use the books without having to have the software. So there is no really close integration between text and programs. The programs are Peak programs simply in the sense that they are produced within the same publishing and marketing framework. Future textbooks (and schemes) will, of course, be written in such a way that program use will be an integral part of the work involved. This will be an exciting new style of presentation. In the meantime, however, the best parts of these first Peak program packs can be strongly recommended to all teachers, irrespective of the maths scheme they happen to be using.

Disc versions will be available for the BBC Micro in May and the RML 480Z later. Directions 1-4 will be available on two discs.

Andrew Rothery

Chips off the old block

Two of the BBC's latest ventures into computers are reviewed below, with Jacquetta Megarry on the pros and cons of Chip Shop's Basicode language and Mike Sharp on the television series 'Computers in Control'

The Chip Shop was a highly successful radio series designed to appeal to a general audience. Barry Norman's breezy, punning style may not be to everyone's taste, but he certainly dispelled any expectations of computer bulls exchanging microelectronic jargon that the title might have created in its listeners. There will be a further series in the autumn and two American specials (April 28 and May 5) to tide devotees across the summer.

Public response to the Chip Shop has been overwhelming: around 52,000 fact sheets have been sent out and about 18,000 Basicode kits (at £3.95 each) ordered.

The Basicode kit comprises a cassette and booklet which together enable the home computer user (a) to decode the Chip Shop's broadcast software and (b) to write and save programs that conform with the Basicode protocol, eg for exchange with other Basicode users. The kit caters for Apple, BBC, Commodore and Sharp micros, with Sinclair confined to the ZX81 (the Spectrum version is due late April/May).

A method of overcoming differences between Basic dialects and a source of machine-independent free software for microcomputers are both potentially of great interest to schools. So what are the pros and cons of the Basicode approach for education?

The booklet describes Basicode as an Esperanto that enables different microcomputers to speak to each other. However, Basicode is not a separate language but rather a set of communal ground rules for programs plus a series of machine-specific "keys". These keys are programs that enable each micro to "unlock" any program written to conform to Basicode ground-rules. A separate key program allows users to save suitably-written programs written in Basic so that any Basicode user can unlock them.

Having waded through pages of technical advice for would-be Basicode programmers (why not put this last?) I found the instructions for loading the BBC Micro on page 29. This failed to tell me the title of the program I needed (actually "bcload") but it did tell me to type in various unfriendly-looking expressions like "CALL &7A00". Unfortunately this does not work; instead you must follow the screen instructions (press the red F1 key). It took many hours of frustrating

trial-and-error to discover this (even longer had I not had a disc drive - fortunately the loading program copies readily). The demonstration programs then loaded perfectly, once you find you can ignore spurious "Syntax error" and "Checksum" messages produced by the voice track between programs.

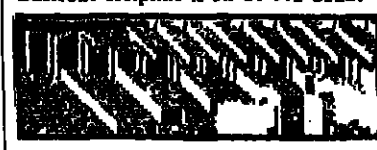
However, the sample cassette of programs (recorded for me by the BBC as the Takeaway broadcasts were well after midnight) still refused to load, so I phoned the Basicode helpline who confirmed that the demonstration cassette only works if you disregard the booklet. They have even produced a factsheet saying so, as they have had to tell phone enquirers this often. Apparently the Spectrum kit will have its documentation tested before it is printed: a commendable innovation.

The broadcast recording sounded too faint and never did load, so I can only judge Basicode software by the sample programs. The first impression is disappointing: critics of Basic will have a field day. Judged as software for the BBC Micro, these programs represent a backward step: simple games with crude monochrome screen displays and inconsistent instructions. There is something perverse about simulating a colour change by turning monochrome O's into X's on a machine that can produce eight colours and true graphics. Naturally the use of GOSUBs instead of PROCs derails militates against structured programming.

However, no scheme like Basicode can afford to capitalize on the facilities of any particular computer if it is to be truly transferable between machines, and there are great benefits from this transferability. The credits of these programs are impressive: a great variety of machines were used to develop them. Authors from various European countries have contributed their pro-

grams in a spirit of international co-operation (The Basicode scheme is non-profit-making.) So if a school can live with the limitations of a Basic which is inherently lowest-common-denominator, the door is open to some imaginative schemes for international exchange/pen pals. Purists may look down on the literature of Esperanto, but a common language provides unique opportunities for international exchange and co-operation.

The Basicode 2 kit is available at £3.95 from Broadcasting Support Services, PO Box 7, London W3 6XJ. If you state what micro you are using, there may be a fault-finding sheet available that can save a lot of time and frustration. The Basicode Helpline is on 01-992 5522.



RTV
Computers in Control
Friday BBC2, 12.30-12.55.

When you consider just how much the "new technology" is becoming a part of our lives, it is quite surprising how few people can actually pinpoint what it is and what it looks like.

On asking the question, "What is a microprocessor?" of a group of school children the other day, I received only blank looks. A second question along the lines of "What is a computer?" brought a flash of "I know" from the whole group, and so they should because they were a "computer" studies group. They could tell me what a computer was but couldn't tell me what the little black plastic package which makes it tick looked like or even did. The microprocessor is no ordinary chip. It's the one which does the thinking; it thinks a million thoughts a

second - and that's a slow one.

The BBC Computer Literacy Project, now well into its third or fourth season, has also realized that the ubiquitous little chip can do more than crunch numbers. When you consider that of all the microprocessors in existence, only a tiny proportion are in computers - the vast majority are what is making old technology into new technology - then mechanically very little has changed.

The series of programmes, five in all, is aimed at demonstrating the use of the "computer" as a device for control. For computer read microprocessor because, although the BBC want to keep it simple, most of the systems and machines being controlled in the manner demonstrated by the series are being controlled by a microprocessor, rather than by what we would recognize as a computer.

All the programmes follow a similar layout with a short introduction to the themes from Ian McNaught Davies, a field trip or two to see real-life situations, followed by more studio follow-up in the form of demonstrations of the principles using the BBC Micro computer.

The BBC Micro figures very high in the studio demos along with one or two other commercial devices, mainly interface boxes. The latter take the very weak signals from the computer and amplify them so they can be used to drive a device in the outside world. They also work in a reverse manner to allow information back into the computer (or microprocessor system). The two devices which stand out in this category were the INTERSPEC DCP and UNIL-AD interface boxes.

All the programmes examine different aspects of the subject with a gentle progression from introduction to quite technical. The field trips provide an extensive insight into the many and varied ways in which the microprocessor (computer) is being used to take

control of situations from traditional robots to houses with amazing abilities. Many of these sequences could be turned into programmes on their own. The session at Lotus cars is a supreme and enthralling example.

In the studio sequences Ian and John Coll go through points which have been brought up by the field trips. Unfortunately they never really bite the control systems bullet in a complete way, choosing to examine all the major points without taking the complete overview. Software, electronics and mechanics together go to make up the average control system. As such the series left gaps where follow-up would have been useful.

Software was covered well, if not in specific terms. The series pointed out just how flexible a system becomes when it can be reprogrammed, ie when it gets some different software. Mechanical and, to a large extent, electronic systems and their respective roles were left behind, but the studio sequences were nonetheless very well done with understandable props and ideas which could be followed up by the teacher.

There was much in the series for all levels of awareness. I fear, however, that the more knowledgeable and motivated will have been let down. The motivated would have liked more detail and I think this will apply to many who wish to understand more in terms of the technical elements and the social side of the technology. The knowledgeable will be worried at the way in which some topics were glossed over to the point of being annoying. The sequence on sampling is a fair example, largely failing to point out the analog resolution problems as well as the intersample problem.

The five programmes cover much of the topic in a clear, uncomplicated manner, with the above provisos. They provide a wealth of video material in the field trip sequences, which the teacher can use in both technological and non-technological activities. While the lack of depth will leave a few teachers frustrated, the vast majority will find much of interest. With luck the BBC will follow this series up and go into more detail.

Trying to break down the barrier between the computer as a number cruncher and its use as a control device is going to be an uphill task, but with ammunition like this, those of us trying to tackle the problem will be much better off.

Heather Neill

Musical inspiration

Atarah's Music
Granada Television
for the ITV network
Wednesdays
12.00 noon and 4.00 pm.

Atarah's Music is a new Granada series for young children. It is presented by the irrepressible Atarah Ben-Tovim, who devotes her time - in her own words - "to inspiring children with music". Whether she succeeds it is impossible to say without research, follow up studies and interviews, but from the evidence of this series, she ought to.

The two handbooks support the package well. Nevertheless, the package does at times verge on overkill. It is likely that even over a long period of time most teachers would use only a small proportion of the available models. Some of the facilities have been seen to offer relatively little. This part of the growing-pains of school software, but it is to be hoped that a greater concentration on succinct package design rather than superfluous trimmings would help to convince the sceptics that the computer has moved beyond an adolescent pleasure in triviality. Overall, though, the package has so much to offer that even if the unnecessary parts are ignored it is still able to provide an excellent teaching and learning aid for a wide range of levels.

M J Clark

Each of the 13 ten-minute programmes looks at a different musical instrument and action could easily be observed close up. It is this exuberance to which the children respond so well. Managing an elastic band, rolling up a newspaper or magazine into a makeshift trombone or imitating the playing of a guitar; it's all very rudimentary, but it's a start; and at the end of the series, the children will at least know the names and sounds of the various instruments and may also have the idea that playing one would be fun.

Carolyn O'Grady

Coot club

Swallows and Amazons for Ever!
Coot Club. By Arthur Ransome.
BBC2 Wednesdays till April 4.

"Cut along," says the jolly nice solicitor known as Aged P(arent) to his charming twin daughters who, naturally, answer to Port and Starboard. We are in an idyllic other world, the Norfolk Broads before the War, when messing about in boats was the chief delight. The enemies who threaten the calm - and, more important, have no respect for nesting coots - are clearly Not Quite Nice. Well-heeled but brash, they speed down river with scant regard for other craft, popular

music blaring. Tom, the young hero (played by Henry Dibley), labels them Hullabaloes.

If all this seems somewhat antique, one has to acknowledge its charm. The views of the Broads, the sightings of interesting birds and the character of Mrs Barrable, a splendid sport of an aunt (captured to a tee by Rosemary Leach), contribute to the fun of the adventure which ensures the Hullabaloes get their come-uppance. Now pervade of the BBC, though, to label the series Swallows and Amazons for Ever! when neither Swallow nor Amazon appears.

bit

PENGUIN REVISION
Following closely on their launch of six new O-level revision programs for English (see review above), Penguin have announced that they are planning 20 more programs over the next 18 months. All but one will probably be revision software on a set book. The exception will be a spelling program to enable teachers to establish their own tests.

TIMETABLING

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TIMETABLE SYSTEMS
39 Somerset Road, Frome,
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Contours
By Five Ways Software
Two discs and two handbooks for RML 380Z Computer.
Price £30.00 + VAT
Heinemann Computers in Education,
22 Bedford Square, London WC1B 3HH.

"Learning to appreciate the relationship between a three-dimensional land surface and its two-dimensional representation in a contour map is one of the fundamental challenges of introductory geography teaching."

The whole exercise is built around a simple block diagram of a land surface represented in a high-resolution topographic grid surface upon which a differently-coloured contour pattern can be superimposed or removed at will. This basic theme is then elaborated through a seemingly endless series of variations. To start with, it is possible to rotate the block on the screen so as to view it from different angles.

Similarly, the vertical angle of view can be varied almost infinitely so as to simulate everything from a ground view with a horizontal line of sight to a "vertical" air view in which the block becomes a contour map. This is, of course, the essence of the teaching strategy. The program permits stage-by-stage transformation of familiar



perspectives of landscape into less familiar two-dimensional representations, and at the same time integrates the notion of map and landscape orientation.

To perform this variety of tasks upon a single "typical" landscape model incorporating hill and valley, steep slope and gentle, would provide most teachers with a very satisfying technique. The *Contours* package, however, goes very much further. First, it provides a library of surface models, each of which can be displayed within seconds using a two-stage menu choice. The primary choice is between simple slopes, convex/concave slopes, ridges and escarpments, spurs, and valleys, glacial features and coastlines.

Each of these groups is then subdivided into up to ten specific features (eg a stepped slope, a ridge and cliff, or a sunken valley coast) to give a total of 54 geographical features. As if this was not enough, a quite separate approach presents a contour map of a complex landscape across which a small square frame can be moved by key strokes or placed in the desired position, a block diagram of that exact segment of the map can be called up and manipulated as described above.

It must be stressed from the outset that no teacher or student will wish to use all of the enormous number of possible features offered by this package.

Presumably as an attempt to provide a tangible model of the changing fields of view, the program is structured around the notion that the landscape is being viewed from a helicopter which can fly around the block diagram (horizontal orientation of viewpoint) or be raised and lowered (vertical angle of view). In some of the wealth of possible representations available, it is indeed a most effective mechanism, yet like several other facets of the program it is taken to excess. One can easily imagine that playing with "cock-pit controls" could take over from learning geography, and that some facilities like variable speed of flight really serve little useful purpose at all.

This is, of course, a very data-hungry program, and makes full use of the 380Z and disc drive. The keyboard of this computer is not ideally designed for interactive graphics, and the teacher (or student) has to memorize quite a number of key positions. The quality and speed of graphic display are both satisfactory - though this part bought at the price of a very small

block diagram occupying only a quarter of the screen area.

As a result, this is a program for personal use or small-group teaching unless the classroom is fitted with several monitors. The menu-driven structure combines with the fact that the numerical keys have been programmed with the main display functions to make for easy movement between the major tasks. On the other hand, the program does not appear to be comprehensively error-trapped so that it is possible to trigger unexpected results.

The two handbooks support the package well. Nevertheless, the package does at times verge on overkill. It is likely that even over a long period of time most teachers would use only a small proportion of the available models. Some of the facilities have been seen to offer relatively little. This part of the growing-pains of school software, but it is to be hoped that a greater concentration on succinct package design rather than superfluous trimmings would help to convince the sceptics that the computer has moved beyond an adolescent pleasure in triviality. Overall, though, the package has so much to offer that even if the unnecessary parts are ignored it is still able to provide an excellent teaching and learning aid for a wide range of levels.

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and further details are available
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(S.A.E. please) to whom com-
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(1981)

O.L.A.
BEACONTRIP
Stevens Road,
Tel: 01-599-
Head Teacher:
Jayman

Application
further details
from Educational
Department, 27
Stevens Road, E.
London, SE1 6
whom complete
should be returned
April 1984, date

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Explorers in England

by Bryan Waites

Exploration, expansion and colonisation still feature strongly in many syllabuses and, indeed, frequent television presentations such as the *Search for the Nile*, *Travellers in Time* and *Shackleton* have done a great deal to sustain the popularity of the heroic explorer. Modern epics such as walking across the North Pole, sailing single-handed around the world, landing on the Moon, space walking, continue to keep the spirit of adventure enthusiastically alive in the hearts and minds of young and old alike. Even the sneers at imperialism, its guilty legacy and the tormented progress of decolonisation serve to keep explorers and exploration in the public mind.

Rightly, attention focuses on exotic discoveries, remarkable voyages, astounding privations and the significance of "the fatal impact". Additionally, access to explorers' journals, published in large numbers during recent years, and film archive have encouraged a rounded and realistic picture of exploration in the last 150 years.

One neglected area, however, is in our own backyard. Perhaps we should first look around us to discover traces of the great explorers in our own district. After all, Boston and Plymouth may be more accessible than Bokhara and Patagonia. Foreign tourists come to Britain to follow the *Cook Trail*, find the *Pilgrim Fathers* or search for traces of *Sir Francis Drake*. The *Tourist Boards*, as in *Maritime England*, cater for this interest. But have we, ourselves, shown the same sort of enthusiasm for it?

Yet there are some remarkable discoveries to be made in the most unpromising areas. Take the Wash

Estuary, for example. On a clear day from Boston Stump you can see the birthplaces or former homes of Matthew Flinders, George Bass, Sir John Franklin and that key figure, Sir Joseph Banks, Squire of Revesby. Across the Wash in King's Lynn, George Vancouver was born. Not far



Sir Joseph Banks

away along the Norfolk coast Nelson lived and you can follow the *Nelson Trail* from King's Lynn to his birthplace at Burnham Thorpe and to Burnham Overy Staithes where he first saw the sea and ships.

In the churchyards of the area you can find memorials to both great and small. Flinders is remembered in Donington church; Sir Joseph Banks in Revesby church; both, together with Franklin, Bass and others are recalled in the tablet at the foot of St Botolph's, Boston. Lesser known companions may often be found buried in obscure churchyards - Richard Rollett at Gainsborough; in Marcham church "lies the body of James Roberts who in the years 1768, 1769, 1770 and 1771 sailed round the world with the Right Honourable Sir Joseph Banks on *HMS Endeavour*. In the year 1772 he again

made a voyage with Sir J Banks and ascended the summit of that wonderful burning mountain, Hecla. Church registers too have a tale to tell. You can search for Peter Briscoe, Patrick Francis, John England, Joseph Gilbert (who named the Gilbert Islands) and many more unsung heroes who mainly opened up Australasia and the Pacific. The Australian window in Lincoln Cathedral is another place to see as well as Sir John Franklin's statue in Spilsby market place.

One idea to follow through is the relationship between many of these explorers. Not only did they live within a few miles of each other but, for example, Bass was related to Flinders; Patrick Francis was best man at Richard Rollett's wedding; Tenyson was related in varying degrees to many of these Lincolnshire explorers. There is a network of relationship and inspiration waiting to be discovered here.

More than that, there are the geographical links between England and overseas areas in terms of place names. The Bass Strait, Flinders Ranges and Cook Strait may commemorate the famous but if you care to compare in a school atlas, say, the places in Lincolnshire and those in South Australia you will find St John's Bay, Cape Donington, Revesby Cove, Spalding Cove, Louth Bay, Grantham Island and many more. Lincolnshire lives in Australia.

Similarly, there are 27 Bristol and 43 Plymouths in other parts of the world. In detail, you can find remarkable associations. For example, alongside Lake Ontario, Canada, where York, Scarborough, Whitby and New castle stand in the same positions relative to each other as they do in England.

Further north, in Cook Country, a similar approach can be used. As a result of the 250th anniversary of Cook's birth in 1778, an exciting trail was initiated from his birthplace museum at Marton to Whitby's Grape Lane, Pannett Park Museum and his statue on the headland overlooking the harbour. The whaling history of the port, in particular the exploits of the Scoresby family who did much to open up Greenland, is another story worth pursuing.

Other areas of England are equally



Matthew Flinders

rich in explorer evidence. Bristol and the Cabots; Sir Richard Grenville and Bideford (look for the Red Indian buried in the churchyard); Westward Ho and fictional heroes; Plymouth Hoe, the Citadel, the Mayflower Tablet, Sir Francis Drake and Sir Francis Drake's home and a naval museum; the Golden Hind regatta at Brixham and Dittisham nearby where Raleigh's half-brother, Sir Humphrey Gilbert was born in 1539. Even the tourist boards now acknowledge Raleigh Country in East Devon.

Stamps, anniversaries, museums, botanic gardens, ships can all add to your study of the explorer at home. Visits to Greenwich; the Scott Polar Research Institute; Town Docks Museum, Hull; the Naval Museum, Portsmouth; the International maritime museum in Albert Dock, Warehouse, Merseyside; the Maritime Museum of Exploration, Buckland Abbey and the Garden of Exploration, Royal Geographical Society, Kensington Gore, will all add to your pupils' experience. If, too, you can arrange for them to be on hand for the end of the *Catty Sark Transatlantic and Euro-Trail Ship Races* (Liverpool in 1984) then they will be gripped by the everling romance of ships and explorers.

Long term continuum

Hugh Bodey describes the development of a new O level course

Sex education was given to biology teachers because they were the nearest category for the subject matter. In much the same way, history teachers have been expected to teach the background to current affairs. Society expects, some politicians demand, that each generation of children leaving school should know the recent past (broadly the time span of their parents, so that they will be better understood).

They should also understand the present political state of the world, the problems of the Third World, the rise of Japanese industry and China's cultural revolution, the American constitution and the injustices done to the islands of Banaba.

As an advocate of making students aware of world problems and sympathetic to other people I do not disagree with the objectives, but should history lessons be taken over to do it? The biologists have only to express their other work to make a week or two available for sex education. For the history teacher, the pressures are greater.

Accommodating recent history/current affairs can mean a whole term or the whole of the fourth and fifth years memorizing world history. These are the very years for most children when a sense of time develops, but instead of exploring and developing this new dimension of their lives, they are led on a breath-taking paper chase around the world's problems, and are told that this is history.

Is it really? Surely any study of history should involve those two strands, continuity and change. How much continuity can be traced in looking at any recent time-span? Adolescents understand change very easily. They themselves are changing physically, their perception of those around them, the pop and fashion scene, friendships and hopes - everything is changing for them. How helpful is a course that offers no explanation but mere change? On the other hand, the age group can make little of continuity unless it is explained to them.

The structure of very many school history courses starts from prehistory or perhaps the Romans and plots man's progress to the present day in the fifth year. The time allocation increases with the importance of the subject matter, or so it is made to seem. Few schools ever return to those earlier centuries after students have grasped chronology, so it is hardly their fault if they believe that everything before 1700 is babyish, boring and beneath them.

Many years of being troubled by the way we were not doing history justice have led to the preparation of a new O level course. It seeks to overcome some of the reservations I feel about the trap into which history teaching has fallen. It is based on a study of the history (not necessarily the development) of agriculture and industry from the start of the Roman occupation in 43 to the present day.

In the light of some of my earlier remarks, it may seem odd that I would still proceed as far as the present day, but there is a considerable difference between just studying the recent past and studying it as part of a long term continuum. I do not object to providing some guidance as to the state of the country as it is now but to doing that in isolation.

The course has been approved by the Associated Examining Board and the first group of students will take the exam this June. Their reaction to the course is encouraging. Many of them had the haziest ideas of the Romans, as might be expected, and most of their recollections were of centuries of receding shadows, of the cold and shining armour bringing civilization to the savages blue with the cold and waiting. "Wood, wood".

Once students accepted that the level of industrial output and the potential for agricultural development

were among the more practical reasons for attempting the conquest, they were keen to read widely to learn more. Since then, the dark ages have lifted a little, the medieval manor and woolen industry have passed, sixteenth century enclosures and the mini industrial revolution and much else.

At the time of writing, we are in the nineteenth century, with the explosion of plastic and the arguments about factory farming ahead of us. The final topic will be to try to understand the remarkably different attitudes that people have held to agriculture and industry, particularly in the past two centuries.

Among the less obvious themes that inevitably get discussed in such a course are the effects of immigrants and, indeed, internal migrants on particularly industrial development, the impact of population growth on industrial and agricultural change and the changing political structure of "The British Isles". The course work is restricted to Britain, for the object is length of time rather than geographical spread. Britain, though, does not mean England but the area known as the British Isles, no matter who has occupied parts of it from time to time.

Different aspects of the course appear to some students more than others as might be expected. There is enough variety of content to strike a chord with almost anyone without losing sight of the main objectives. Feedback from students indicates that they can see relevance in the course. It lies in with the kind of occupations that they hope to be able to join.

It helps to explain some of the features in the landscape that they are now just beginning to notice and to want to have explained, which in turn helps them to understand the course as well. It is hoped that some of the work will stay with them as a leisure interest later, and there are already some signs to suggest that this may happen - after explaining sixteenth century paper making processes, three students were sufficiently interested to go home and make some themselves by similar techniques.

The examination is in the form of two papers, each of two hours, with the break at about 1730. Candidates must answer one empathy question and three straight questions, which are a blend of free response and structured questions. All the answers are, therefore, in essay form, at least at this stage in the life of the syllabus. Other centres are very welcome to make use of the syllabus if they would like to do so.

Detailed copies of it (syllabus No. 544) may be had from the Associated Examining Board, Aldershot, Hants.

Hugh Bodey is lecturer in industrial history at South Devon College of Arts and Technology, Torquay.

Sad report

Evangelicals and Culture.

By Doreen M. Rosman.

Croom Helm £14.95, 0 7199 2253 1.

The evangelical movement both inside the established church and in its Methodist form has a poor reputation among academic historians. J H Plumb deplores its "anti-intellectual philistine quality" and E P Thompson declares that even though Methodism taught people to read, it was all the same "a religion hostile to intellectual inquiry and artistic values, which sadly abused their intellectual trust".

Doreen Rosman carefully re-examines a variety of adherents to the movement from 1790 to 1833 and finds that many were in fact involved in the intellectual and cultural pursuits of their day, but concludes, rather sadly, that in general the traditional opinion is right.

Colin Ward

Not playing make believe

Children's imaginative writing in history by Vivienne Little

Imaginative writing about the past by children can be justified in a number of ways, some arising from pedagogical considerations, some from the nature of the subject. It offers an opportunity for expressive writing, which is an instrument of the search for meaning, and index for conceptualization and the *sine qua non* of development of facility in the transactional and poetic modes in which the best history is written.

It calls for the translation of information assimilated in one form into another - a process and a test of understanding. Most vitally it is an aid to the growth of that mixture of the rational, the intuitive and the creative, the historical imagination.

It is in this area, however, owing to lack of proper analysis of the concept, that imaginative writing can most easily be abused, or its potential unfulfilled. As an opening gambit in a seminar about children's writing in history, female students are regularly asked to imagine that they are making gaskets for motor cars and male students that they are dressing a lady's hair with highlights.

After a few moments hard thinking, they usually announce that they are stuck. The girls cannot imagine making gaskets because they do not know what they are. The boys protest ignorance of highlights and when enlightened have only the vaguest notion of how they might be achieved.

Pressed to explain what went on in their minds until they were stopped, the girls give descriptions of car factories which range, according to their experience, from the fairly detailed to the highly impressionistic, and associated feelings of irritation due to incessant machine noise and boredom arising from the repetitive nature of the job.

Boys invariably adopt effeminate voices and poses. This task and the typical reactions to it are relevant to the consideration of imaginative writing about the past by children. They show that it is impossible to imagine something about which one has no information, or, rather, that the attempt to do so results in fantasy or invention, neither of which is appropriate for historical thinking.

Useful formula

Seminar Studies in History: Tudor Rebellions. By Anthony Fletcher (third edition) £1.95, 0 582 35255 X; English Catholicism, 1588-1642, By Alan Dures £1.95, 35229 0; Gladstone, Disraeli and Later Victorian Politics. By Paul Adelman (second edition) £1.95, 35332 7; Stalin and Stalinism. By Martin McCauley £1.80, 35266 5; Spain's Civil War. By Harry Browne £1.85, 35313 0. Longman.

The Seminar Studies formula works as well as ever, unchanged after some 20 years of good service and despite the passing of the series' founding editor, Patrick Richardson. Replacing him, Roger Lockyer still provides a neat package of compact narrative with supporting bibliography, assessment, and assorted documentary extracts. These little books help efficiently to fill the gap between textbook and monograph. For hard-pressed teachers and lecturers as well as a great many students, they are invaluable.

Seminar Studies authors combine a confident familiarity with the latest literature and a shrewd eye for good teaching points. They perform procedure tricks: each analytical narrative pursues an ingenious course. It must pick off, one by one, the 100-odd items from its accompanying bibliography that demand at least passing mention; and it must throw in for good measure references from 10 to 30 documents. Some writers, perhaps, find that compulsory documents section rather a bore, for its function is not very clear and the selection is sometimes a trifle perfunctory. Martin McCauley, for example, selects 14 of

And they point to the fact that imaginative activity not based on experience or full information is likely to rely on stereotyping.

Many classrooms requests for imaginative writing about the past fall into one or other of these traps. "How did the Egyptians get the huge blocks of stone up to the top of the pyramids? No one knows in detail. Imagine you were the engineer in charge and explain in words and drawings exactly how you would plan this difficult operation. Incidentally, the Egyptians had no pulleys."

Here children are expected to imagine what is not in fact known and are given no more than a picture of the pyramids and the brief statements in the assignment to go on. The exercise calls for ingenuity and problem-solving skills, and may be worthwhile for that, but is not in this form, an historical exercise because it calls for imaginative reconstruction from lack of evidence which is almost the reverse of the imaginative activity appropriate to history.

Another common type of invitation to pretend you are an Athenian citizen and discuss whether the city should abolish slavery or not, based on a few lines in a text book, expects children to imagine situations about which they have too little or inappropriate knowledge. All they can do is refer to stereotypes which encourage unhistorical generalization and the imparting of largely present-bound assumptions into the past, both of which the history teacher should be concerned to prevent.

Least useful of all is an approach exemplified in a question from an O level paper, gratifying though it is to see at least token recognition that a capacity for imagining might be part of an apprentice historian's equipment. "Imagine that you are a farmer in the year 1700 and describe the main changes in farming during the previous fifty years." This is merely a thinly-disguised demand for the usual recital of facts and interpretations and requires no genuine imaginative effort.

A further problem arises with the selection of people for children to imagine. A winning entry in a TH competition, far from deserving the

accolade, draws attention to a pitfall. "All through her life Anne would remember her childhood as the only time she had ever known real happiness, and she often felt a longing in her heart while her eyes misted and she wished once again she could be a six-year-old girl in the summer of 1513 (11-year-old)". This is little more than just that aping of inferior romantic fiction which rigorous imaginative work in history ought to eliminate.

Often what is known about the personalities and exploits of the famous is sufficient to make them come alive to children, and imaginative effort is better directed to counteracting the anonymity of historians' general categories, so that slave, peasant, merchant becomes personalized and vivid.

Even here there are problems. It may be that children's experience of being under authority makes it easier to imagine the life of the common man and it is certainly easier to write imaginatively about circumstances which arouse one's sympathy, so imaginative writing is often set about subjects with a strong emotional appeal like the workhouse or children in the mines. Even the ship's boy adventuring with Drake scarcely relieves the saga of the oppressed.

Historians, however, need just as frequently to empathize with the powerful and the unfamiliar, to entertain thoughts and feelings with which they are out of sympathy and to consider routine as well as colourful aspects of past life. Imaginative writing by children should therefore include, perhaps concentrate upon, these much harder tasks. Directed imagining about the past is not playing make-

believe and it is useless for the development of historical imagination unless it is grounded in evidence and unless it presents cognitive as well as affective challenges.

That the right preparation can produce imaginative writing about the past which reveals historical understanding of a high order is well illustrated by another, and worthy, winning entry from a TH competition. Based on parish registers and accounts, the diaries of Pepps and Evelyn, some secondary sources and a novel, it demonstrates detailed knowledge of seventeenth century life, a sense of period and an ability to capture the flavour of such contemporary language as was reflected in the sources.

"Being taken from the Journals of Reverend Mister Joshua Turner, Vicar of Farham.

"February ye 8th: this day I go to the church again, the first time since my fever. It do not endear the travelling people to one, fit it was from an ailing vagabond. I received my ill."

"The Church Council and I have reckoned a new Poor Rate. There be some people in this parish though who I think do not entirely deserve this charity. Widow Lee hath had a bastard child not long since. The woman is a disgrace to her husband who was a fine upstanding man. I would give her not the two shillings and sixpence a week I fear we will have to give her more soon for it be not the fault of the babe he is base-born."

"1666 March ye 29th: The year hath started cold, but with much sun ... (13-year-old)."

In Piagetian terms, carefully con-

structed imaginative writing assignments can redress the balance so often ignored in the teaching of history between the processes of assimilation and accommodation; or in Brunerian terms, they allow exploration of raw material at enactive (in the head) and iconic levels, which is a pre-condition of its successful comprehension and an aid to its, perhaps later, grasp at the symbolic level.

The fictitious aspect of children's imaginative writing about the past means that, if considered appropriate at all, it is normally confined to children of lower primary or secondary age and seen as a soft option. Certainly it can only be an element in historical education - a stage on the way to achievement of the capacity for formal study and skilled transactional writing.

What is known about motivation, about language development and about the nature of learning suggests, however, that as a means and not an end and in increasingly demanding forms, it may be helpful to historical understanding up to the age of 15 years and beyond. Moreover, it can encourage that accurate envisaging and communication of past setting and action that are the hallmarks of historical imagination.

1 For a full and lucid discussion of these matters, see Lally, John "Writing History" in *Teaching History*, No 35, February 1983 11A.
2 Skipper, V *Child of the Ancient World*, Penguin, 1967.
3 Ibid.
4 AEB 04/01, 1979.
5 *Teaching History*, No 25, October, 1979 11A.
6 Ibid.

Vivienne Little is lecturer in education, University of Warwick.

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EXTRA

Possibilities and constraints

by Robert Unwin

The past three months have witnessed one of the most stimulating periods for teachers of history for many years. The clamour around the banners of *Toy* history and *radical* history has been heightened by the inaugural lecture of Professor Elton at Cambridge and the launching of the new History Workshop Centre for Social History at Ruskin College, Oxford, while the series of regional conferences organized by the Historical Association is in full swing.

The pronouncement by Sir Keith Joseph, Secretary of State for Education, at the London conference that history, properly taught, is an essential component in the curriculum of all pupils up to the age of 16, may well prove of greater significance—particularly in the context of the North of England Conference—than the barrage of HMI and DES publications of recent years.

In the inhospitable climate of the *Survey of Primary Education and Framework for the School Curriculum*, in which history made a poor showing alongside a variety of cursorily mentioned options, it seemed that the subject would fare badly in the struggle over the curriculum. In 1983 the storm—come "History in danger" was once again loomed, reminiscent of the alarms of 1968, but separated by a decade of great advances in history teaching.

The immediate precedent for the recent London speeches can be found in Proposition 11 of HMI's *A View of the Curriculum*, which urged the reconsideration of "the nature of the content appropriate to history as a basic ingredient to general education".

Significantly, the debate is becoming centred less on whether history has a place in the core curriculum than on what kind of content should be included. The forthcoming HMI pamphlet on history 5 to 16, with 61 key historical concepts as possible pre-

requisites for progressive syllabus planning will provide a new focus for more refined discussion.

It is not inconceivable that broad consensus might be reached concerning the diverse criteria to be used for the selection of content and the inclusion of a range of skills, concepts and competences within the historical education of pupils. History is concerned with observing, recording and explaining the transformations which societies and individuals undergo by their very nature, and an understanding of the possibilities and constraints of the physical and intellectual locale in which inquiry and concept-based learning are to take place is an important consideration for the history teacher. National history, perhaps in a more immediate form of regional and local studies, may—for many schools—provide opportunities for maximizing resources and approaches to illustrate concepts.

Children need to acquire a sense of their past but they bring experiences from a variety of ethnic, cultural and social backgrounds which may not be wholly provided for in courses over-concentrated on British history. Both national and international history provide opportunities for the combination of content-based studies and concept development. A proper cognizance of the parameters within which inquiry is to take place may assist in utilizing the everyday experiences of pupils, providing status for a range of social and

personal skills and representing the necessary foundations for opening the door to the processes of history.

Given that aims and objectives can be broadly agreed, it is appropriate to anticipate the constraints on the provision of "properly taught" history. Whereas there is a considerable body of literature on objectives, teaching models and styles, and summative assessment, there are lacunae in the fields of formative assessment and diagnosis. Hard on the heels of the Secretary of State's advocacy of criterion-referencing at the North of England Conference, the difficulties in developing grade descriptions in history were set out by Henry Macintosh (TES, January 20). In many instances neither the outcomes of history lessons nor the lessons of history can be measured easily.

Another constraint relates to what may be termed the intellectual accessibility of much of the subject matter of history, and it was refreshing to hear the Secretary of State's comments on the varied forms of evidence and the need for a proper appreciation of the language of history teaching. Rightly, he pointed out that history teachers are not in the business of training research historians. Nevertheless, as they progress through school, pupils should become aware of the nature of the study of history and be encouraged to develop their own learning strategies which may, sometimes, be different

from the strategies favoured by their mentors.

An analysis of CSE and GCE examination papers suggests that in history, as compared for example with geography or biology, insufficient credit is given to simple observation and recording skills with an over-emphasis on recall explanation of cause and consequence. An understanding of the significance of observing and recording similarity and difference is central to the comprehension of concepts relating to evidence, bias, continuity and change.

In viewing history as inquiry there are advantages in bringing together the everyday experiences of pupils in an open society and the observed similarities and differences of the past, and thus providing historical comparisons which can illuminate our present condition. Yet, in providing the crucible in which such a conjunction can occur, the history teacher may well conclude that recent history is not always to be equated with relevant history.

One considerable constraint, exacerbated in recent years by the need to timetable for an expanded number of options in the secondary school, relates to the expectations which pupils themselves have of history in the context of their prospects for employment. It remains unclear how history will fare in the various vocational and technical education initiatives currently underway, but it is encouraging to hear the Secretary of State giving due

acknowledgement to history as a valid and "useful" subject for the world of work as well as for the environment of leisure.

The financial implications of the new initiatives have been underplayed but constraints undoubtedly exist both in terms of human and material resources. The most important "resource" in any classroom is the teacher, but many of the most able history teachers now see themselves as being trapped in what appears to be an inflexible career structure, which offers little incentive to undertake the considerable commitment needed to implement change.

Given present funding levels and the shortfall in in-service training provision, it is questionable whether all history teachers would actually envisage the subject as part of the core curriculum. However, the contribution to the curriculum which is now claimed for history with emphasis on its "proper teaching" should scratch the notion, which persists in some quarters, that whereas specialists are required for mathematics, sciences and modern languages, anyone can teach history.

The London conference has provided a more optimistic climate for history teaching with positive expectations of the subject's contribution in the school curriculum; and it is reassuring that history has less to fear from the guillotine of contemporaneity than some of its critics would have had us believe in their advocacy of "relevant" courses. Although constraints undoubtedly exist, a stimulus has been provided for a subject once regarded as the Cinderella of the curriculum. Yet the resource implications are considerable, and it remains to be seen whether in reality, the wherewithal to bring about the transformation, will be forthcoming.

Robert Unwin is lecturer in education, Leeds University.

The state of the art

Andrew Reekes surveys history teaching in independent schools

and 60 per cent of sixth-formers study for science and maths A levels—a common complaint of history teachers is that an apartheid between bright scientist, less-gifted artist, occurs after O level.

History has also been forced to justify its place in the lower school, the 13 to 16 age group. Heads of department have variously rationalized their subjects; some shuddered to think that pupils could leave school without encountering the idea of change through time; some saw history teaching empathy towards other periods, other classes and people, an essential antidote to pupils' privilege and inexperience; many thought history the supreme discipline for studying man, not schematically, collectively, but as individuals with the will to alter the course of history; and others saw the subject as the means to explaining how we are, where we are, in the late twentieth century world.

They recognized the value of the clear articulation of a well-ordered argument, but the "skills" justification, they used mainly for sixth form history. There, heads of history less concerned with the "what" than the "how", saw clarity of thought and exposition, selection and use of material, detection of bias, as valuable transferable assets. University history faculties like Leeds, Bristol and Exeter, which have successfully placed all recent graduates, would bear out that argument.

So it is that history flourishes in

many HMC schools to O level; in over 70 per cent of those surveyed, history is compulsory at 13 and, while only 20 per cent of schools insist on history O level, the great bulk have over half their pupils volunteering to do the subject.

History departments have helped themselves by resisting conjunction with other arts in the umbrella of humanities and have been assisted by the decline of compulsory Latin and the refusal of heads in most schools to admit economics or sociology at O level, major rivals in the maintained sector. In these ways timetable space has been preserved for history.

Historians have improved matters by learning lessons from the "new history". Popular archetypes of public school history—dry dictated notes recording in time-honoured fashion British battles and constitutional crises—have been fossilized in the demands of Common Entrance. History but elsewhere are dead. Not one of the survey schools concentrated on British history in that first year—many saw it as their mission to emancipate pupils from its enslavement and so most did world or local history.

At O level the Tudors and Stuarts had been decisively rejected; many did twentieth-century British and world history, and taught it with little evidence of dictation, but rather through handouts, chalk and talk, a plethora of videos, and documents. Many schools did the "O & C" Project Option, allocating 50 per cent of the marks to a project of the pupils' choice, monitored and marked by teachers.

Despite worries about a tendency to "scissors and paste" history, most valued its reward for slower pupils in encouraging care, selection, wider reading and in fostering enthusiasm, the pupils' own specialism. The change to a syllabus explaining current world crises, and the abandonment of Grandgrindery, has restored history's popularity and made it defensible.

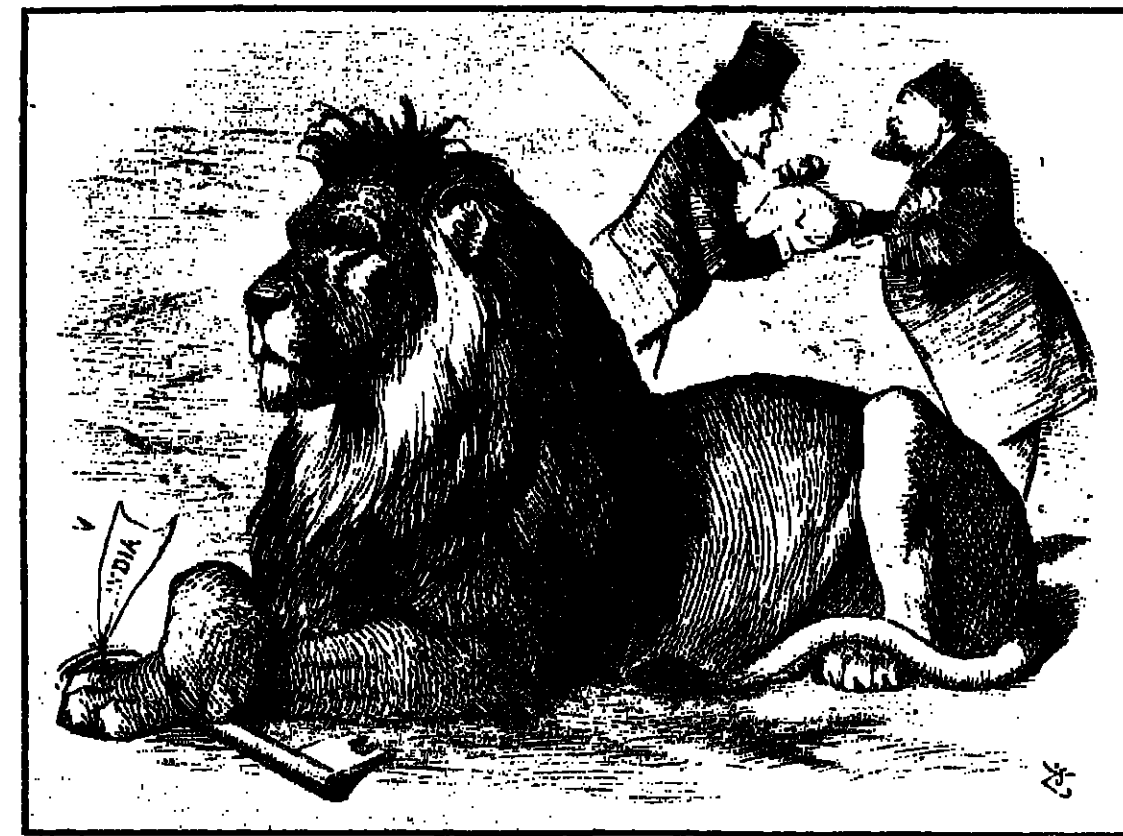
This popularity is reflected at A level. Almost one pupil in four took history in the sixth form in the survey's schools. Many, certainly over half, studied either Medieval or Tudor/Stuart periods; a reflection of the belief that at this level the skills of the historian were more important than the relevance of content.

Not all of the schools surveyed had lively, healthy history departments. In some, I detected an uncritical acceptance of the immutability of the subject's place in the curriculum. In others there was a worry about the increasing demand for examination success. Schools survive through academic excellence and yet history departments often field the weakest sixth-formers. In the struggle to pass the exam there is a constant tension between a desire to foster exploration, enjoy, and the drive to test essays, even model essays and so assure the customer's future.

Overall, however, the conclusions were encouraging. Many heads of history had absorbed improved methods of the past 20 years; many had been forced to think through a rationale for their subject, and it was better placed as a result. Many acceded to a feeling of relief that, unlike their maintained sector colleagues, they had not had to face an erosion of their place in the curriculum by what HMI inspectors have characterized in *Aspects of Education*, 1979, as unplanned and confusing additions to already crowded timetables. Instead they have secured history's central role in a balanced education.

Andrew Reekes teaches at Cheltenham College.

EXTRA



"Gare à qui la touche!" by Tonnell. From Punch, February 26, 1876.

There are illuminating comparisons to be made between the very first issues of *Punch* in 1841 and those of today. Undoubtedly some of the cutting edge has gone; indeed the early *Punch* has much more in common with *Private Eye* than the glossy product of today.

One too is the tradition of anonymity. Thomas Hood contributed a notable attack on sweat shops in his "Song of the Shirt" in 1843 but it was unsigned and other writers tried to take the credit. Nowadays his name alone would occupy the upper half of the page!

Luckily the political cartoon survives, recognizably the same as in 1841. The equivalent then, of Mrs Thatcher and Sir Geoffrey Howe on a skating rink (February 22, 1984), could be seen in the portrayal of Queen Victoria as Red Riding Hood and Sir Robert Peel as the wolf (September 12, 1841).

In the intervening period have come a succession of cartoons, so rich in invention so apposite in comment, that it is arguable a comprehensive history of Britain could be written from the pages of *Punch* alone, even if all other sources were lost. It remains one of the most accessible original sources available to schools. Since copies of the magazine can still be bought relatively cheaply at auction or in second-hand bookshops.

It is true that much of the satire, like that of today, is trivial and of only transient significance. Nor can *Punch* be accepted as an entirely reliable mirror of society, since its own social and political bias obviously coloured the middle-class view it took of great events. Unravelling these prejudices is part of the fun, together with the delight of discovering items which anticipate the future, such as forecasting electric cookers in 1857, or the cartoon of cricketers in helmets and thick padding in August 1851!

Children will enjoy recognizing old jokes and identifying well-established comedy routines, such as this 1893 staple of television comedy: "Botticelli isn't a wine, you Juggins! Botticelli's a cheese!" Even the sending-up of commercials was anticipated in 1845, when *Punch* printed the start of an advertising slogan: "Advice to Those About to Marry—Don't!" but omitted the bit about not missing the chance to shop at the store in question!

Even a cursory glance at a volume selected at random will show how *Punch* can effectively throw light on many facets of everyday life and politics in the nineteenth or early twentieth centuries. A *Punch* cartoon of 1902 depicts a stray horse in a country lane and a countrywoman leaving a ship, watched by the Kaiser, as the caption "Dropping the pilot". Gladstone and Disraeli appear as a double-act in scores of superbly drawn cartoons. In April 1876, Disraeli is shown as Aladdin offering the crown of India to Queen Victoria and underneath the caption "New Crowns for Old Ones!". Four months later his pair was published, showing the Queen, wearing her new crown, and a newly-anointed Lord Beaconsfield illustrating the caption "Empress and Earl; or, One Good Turn Deserves Another."

The pages of mid-Victorian *Punch* teem with pictures of schoolrooms, kitchen maids and butlers, horse buses, hansom cabs, policemen in top hats, bathing machines at the seaside, street entertainers and traders. Long-

Punch line

by Philip Sauvain

illustrative riches can often be bought in a secondhand bookshop for less than the price of a paperback. Bound volumes of *Punch* containing 26, 52 or rarely 104, weekly issues, are still ubiquitous and realistically priced at about £2 to £3 a volume. Much of the better work was later reprinted in special collections, such as those of the cartoons of John Leech (1850s) and George du Maurier (1880s).

In 1906, a set of four volumes, *Cartoons from Punch* was published, containing over 1,800 of the most significant full-page political cartoons of the nineteenth century. Copies can still be found at less than £10 the set. Another useful four-volume set to look out for is *Mr Punch's History of Modern England*, published by Cassell in 1921. This is a chronological, if somewhat discursive, analysis by Charles L. Graves of *Punch's* treatment of the social and political issues of the period up to the start of the First World War.

For a history of *Punch* as a magazine, look out for H M Spilchmann's 1895 survey (a collector's item, unfortunately) and R G Price's excellent *A History of Punch* (Collins 1957).

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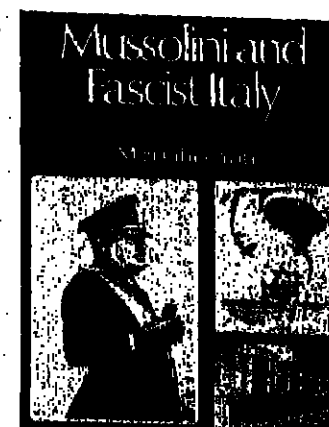
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Coming into our inheritance

by Michael Houser

Nineteen eighty-four could be the beginning of a brave new world for a neglected and, until recently, obscure field, generally if mistakenly thought to be the exclusive preserve of historians: heritage education.

This month the newly created Heritage Commission, or Commission for Ancient Monuments and Historic Buildings to give it its full, super-quango title, begins tackling its brief: to run the national heritage on a more imaginative and commercial basis.

That it is already commercial is beyond dispute; the heritage attracts a majority of the tourists who contribute to an £8 billion industry (equal in size to the motor car industry) which employs upwards of a million people. The National Trust, which celebrates its centenary this year, boasts a turnover of £35m alone, hardly surprising when you consider that its "empire" includes some 200 castles and historic houses and 22 entire villages.

Not that the HET is alone in its

efforts to try to improve the situation; the field is already littered with bodies ranging from the National Trust, Civic Trust, and Countryside Education Trust, to the Council for Environmental Education and the Heritage Education Group, chaired by Asa Briggs.

Lord Briggs voiced concern at the HET conference about the lack of interest within schools in heritage education beyond the primary level, about the haphazard links which exist between schools, owners and coordinating bodies (whose activities often overlap) and about the lack of clearly defined objectives generally.

"The country suffers from a failure to look, to understand how we relate the social to the visual". In the long term, he hopes that heritage education, which he sees as necessary to protect the heritage from the sort of theft apparently experienced in raising the Mary Rose (whose exhibition, incidentally, will open in July). "It's a paradox; as we've improved our visual education, vandalism has got worse."

Lord Briggs is also concerned that heritage education should not become an exercise in museumification.

"While you cannot escape the question of values, we don't want to use heritage education as an escape, to pit the past against the future. Where we have a distinct, specific heritage, we need to conserve rather than preserve it."

He argues that apart from creating greater access to the heritage, we also need to adapt heritage "facilities", which in his conception would include the likes of Battersea Power Station, disused air strips and abandoned coal mines, to new uses.

There is a distinct reluctance on the part of heritage educators to define what they mean by the national heritage and, by implication, to address the fundamental issue: what is heritage education all about?

John Fines, vice-president of the Historical Association, is an exception. "Heritage education is an attempt to pass on values, to point to quality, to make the next generation love what the past once cherished. Heritage education runs away from this, fearful of being accused of impart-

ing middle-class values."

But as Marilyn Dyer, the HET's acting director, rightly points out, "there is a danger that the term will become meaningless if it embraces hutchies; like it or not, the term does have cultural overtones."

Lord Briggs defines the heritage as "that which we have had transmitted to us from past generations and present population want to have passed on in some form to the next generation."

"But," Mr Fines adds, "we ought to be offering to children rather than trying to make them like what we like."



Penhow Castle in Gwent, restored with the help of Caldicot School.

We must constantly ask children to make carefully thought-out value judgments of their own and to follow them up with responsible acts. They must be the operators."

Until recently, many educators, particularly in urban areas, have been unenthusiastic about the notion of heritage education, associating it narrowly with static collections or country houses; even Michael Sanders Watson, president of the Historic Houses Association and the owner-inhabitant of Rockingham Castle, concedes the difficulty of "relating an elitist and outmoded building to a child of the microchip age."

This attitude is changing now that many houses are not only professionally managed but, beginning in 1972 with Beaulieu, are also appointing education officers who have broadened the range and scope of heritage education. Activities to entice biologists, geographers, art and drama specialists and others.

But Mr Fines argues a case for not ducking the problem of alienation. "You can't set foot in a country house without taking a position on the class to avoid the issue of alienation but areas of value and attitude learning that the heritage can help give us like an open and honest discussion of the moral values of property owning and inheritance and the burdens of responsibility."

In common with other heritage educators, Mr Fines seems less concerned about the specific nature of the heritage property being used, and more concerned about the kind of impact. Asa Briggs wants them used to teach the country to see when they see, to relate implications to what they see, to care about what they see and then learn to conserve and utilize what seems worth keeping.

"But," in John Fines' view, "until knowledge heritage education can get that knowledge. Less important is the kind of knowledge we are coming to history - but some of us never get beyond that first silly re-

tion of telling people about things."

He wants to see "cooperating learners" rather than the usual receivers-expert relationship, and he argues for a different view of the heritage as resource. "We try to make objects and sites illustrate textbook knowledge, as some gaily coloured illumination of previous work, when we should see the work as growing out of this study."

Two projects at Kentwell Hall, Suffolk, and Penhow Castle, in Gwent, both privately owned and both the result of initiatives from young, if slightly eccentric owners, give a flavour of some of the more interesting possibilities currently on offer, as well as providing an indication of the scope and nature of work being done elsewhere.

Each summer Kentwell becomes a stage of sorts for a two-week long sixteenth or seventeenth-century drama to which the public, schools in particular, are invited. Kentwell is owned by Judith Phillips, mother of four and her husband, Patrick, who together bought and restored it. They set a particular year from the house's past, advertise nationally for a cast to stage that year at Kentwell.



Interview adults and children during the winter, and work out scripts and costumes in the spring. The cast of 100-plus is responsible for their own dialogue and period costumes and for keeping in role all day during exchange with the public, who form an exceptional eye for detail. Mrs Phillips transforms Kentwell for two weeks every summer into 1588 or 1613 for the benefit of thousands.

Stephen Weeks, who mockingly refers to himself as Lord of the Manor of Penhow, is a film-maker and self-confessed eccentric who since 1973 has been restoring the ruin of Penhow, not far from the Severn Bridge in the home. He has formed a rather unique relationship with nearby Caldicot Comprehensive School, a relationship which has supported Penhow and provided work for virtually every department in the school, from the metal arms, to linguists who prepare foreign language cassette tours.

"In one decade," Marilyn Dyer notes, "Penhow has developed from being a ruin which might well have been erased from the landscape to become a lived-in home and an economic unit making its contribution to the local economy, a source of educational idealism, a stimulus for creative curriculum practice to conserve the heritage, not as a useless sample of a dead past interesting only to a comparatively small continuum making its contribution to the life and health of the community."

Although Caldicot Castle, run by the local authority, is next door to the school and Penhow is five miles away, heritage education depends on imagination and joint initiatives. The possibilities at large have never been greater.

Further details about the HET and Strawberry Hill Course papers are available from: Marilyn Dyer, acting director, Heritage Education Trust, St Mary's College, Strawberry Hill, Mid. Silesx TW1 4SX.

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What price minimum content?

by Geoffrey Timmins

Correspondence between Richard Brown and Christopher Daniels and myself, which has taken place in these columns over the last two years, has centred on the issue of whether a nationally-applied minimum core content for history teaching is necessary and desirable. The debate stemmed from their complaint that the 15-plus national criteria for history failed to grapple with the issue of a minimum core of content and from my response that difficulties of deciding on and implementing such a core would prove overwhelming.

Their first most recent contribution (TES, December 9) has extended discussion into a broader range of considerations about the role of history teaching in schools and has played down the problem of a minimum core of content. Indeed, they now argue for only "some minimal control over what is taught", and, apparently, see the minimum core notion focusing on the problems of allocating teaching time, identifying skills and concepts and devising means of assessment. At the same time, they want ample flexibility for innovation.

Readers may conclude from the foregoing that the difference between our positions is comparatively slight. Those who have followed our deliberations may even detect a swing in emphasis on the part of my southern colleagues, an outcome, perhaps, of the exchanges between us. And, with justification, readers may be inclined to ask why I chose to burden them with yet further thoughts, albeit briefly.

I do so for two reasons. First, I am concerned that Messrs Brown and Daniels have, by raising wider issues, virtually obscured the main element in our debate. Second, and more important, they have yet to give a clear definition of what they mean by a minimum core of content. Despite my

challenge to them to specify and justify a minimum content, however minimal they now perceive this to be, they have failed to respond. Nor have they considered the implications of their ideas in sufficient detail. Plainly, further prompting is required.

To begin with, we may consider a question which is of fundamental concern to Richard Brown and Christopher Daniels, namely that, in distinguishing our minimum core of content, we should teach more British as opposed to purely English history, and that global, national and local elements should all be included. Now I would not find this view too disturbing if I felt that using, say, aspects of international history, I was able to achieve declared objectives. I would be keen, for example, to use the Schools Council Toland Man exercise because, hopefully, it would enable me to help children to develop skills of interpretation and empathy. My starting point would be the objectives and not the content. In other words, I would see no compelling reason to burden children with a study of Danish history or, for that matter, the history of any other country, unless, by so doing, particular skills or attitudes could be fostered.

Those advocating a minimum core of content as far as overseas history is concerned surely need to declare which countries they consider to be the most suitable cases for study. Would they argue, for instance, that children should know something about the history of the present-day superpowers or of the territories that have provided major immigrant groups for this country? Or would they be more concerned to follow the approach of the History 13-16 Project in its modern world studies element? Again, how much more time should be devoted to international history and would this amount

vary according to the age of children and to their ability? Can we be sure, too, that in broadening the history curriculum to include international aspects, the new material we introduce will bring a significant improvement on that which we shed?

Such considerations may be highlighted by taking a specific instance. The argument could be proffered that, in order to promote racial and cultural understanding, we should teach the history of those countries which, in recent times, have contributed significantly to our ethnic minority groups. Only the racist would quarrel with the aim, though others might believe that it could not easily be achieved by this means. If the aim were to be accepted, however, the history teaching profession would need to consider what content should be chosen in order to implement it effectively. One immediate problem would be to avoid portraying a negative image of, say, the Indian subcontinent, especially under the years of British rule. In an attempt to prevent this, should we look at, say, the ancient Indus civilization, perhaps leading children to discover the advances made by the inhabitants of Harappa and Mohenjo-daro? If so, is this primary or secondary level work, or both? And what else could we do

concerning the history of the Indian subcontinent in order to further our aims and any other aims we may have in teaching Indian history?

Similar questions could be asked with regard to the selection of a minimum core of content for teaching local and national history. In particular, we need to know what content the minimum core would embrace. For instance, should every child know about the history of his own village or town and would this be more important than studying the history of his own family? In the national sphere, should the Norman Conquest, the Civil War and the Industrial Revolution all find a place in the minimum core, and are there other topics that would be deemed equally worthy of our attention?

Additionally, should we try to ensure a reasonable balance in terms of social, political and economic aspects and between different time periods? And if, as Messrs Brown and Daniels prefer (TES, April 9, 1982) we present history in a chronological sequence, does this mean that children must wait until they are in the upper years of secondary school to study twentieth-century history and that, for the secondary child, there is no mileage in teaching medieval history?

Finally, I should like to return to another point I raised in my initial response to Richard Brown and Christopher Daniels, namely who will decide on the minimum core of content? My concern here is that if we conceded the principle that a minimum content should be stipulated, either by the profession or, more disturbingly, by some outside agency, we will reduce the degree of individual freedom we presently enjoy. If we do this, can we be sure that the minimum core of content will not, in the fullness of time, assume much greater significance, leading to ever tighter restrictions on the control teachers exercise on syllabus design? Above all else, perhaps, history teaches us that the price of freedom is eternal vigilance.

I look forward to a detailed and considered response to these specific issues concerning the implementation of a minimum core of content. It is not enough to urge that we as a profession must accede to the notion of greater control over our actions without convincing us of the necessity. Can this be done?

Geoffrey Timmins is senior lecturer in history, Preston Polytechnic.

A mystery inside an enigma

The Soviet Union. By Vadim Medish. Second Edition. Prentice-Hall £16.10. 0 13 823575 9. Alexander of Russia: Napoleon's Conqueror. By Henri Troyat. New. English Library £10.95. 0 450 06041. Russia in the Age of Modernisation and Revolution, 1881-1917. By Hans Rogger. Longman History of Russia £14.95. 0 582 48911 3. £5.95. 48912 1. Octoberists to Bolsheviks. Imperial Russia 1905-1917. (Documents of Modern History). By Martin McCauley. Edward Arnold £5.95. 0 7131 6403 4.

Churchill had one of those clever phrases that we remember all too often, all too easily: "a riddle wrapped in a mystery inside an enigma". Vadim Medish, a coldly judicious great man too fond of "fancy metaphors", and he sets out cheerfully to dispel most of the mysteries, to lay bare with deadpan efficiency all you ever wanted to know about The Soviet Union. After expounding briefly Russia's burdensome past and summarizing her current ideological preoccupations, he shows the history and the dogma entangled in a peculiarly fascinating amalgam.

Kremlinologist detectives usually prove highly readable, and Medish is good at putting together the evidence to explain in simple terms system, society and culture. On the whole, it seems, Soviet achievements "have occurred despite, rather than because of, the Communist system". As a result, we have a regime so sensitive and suspicious that it indulges in cumbersome hypocrisy to obscure

reality, thereby provoking much hostile guesswork. Medish presents the evidence dispassionately, implying good marks and bad with studied fairness. He is kind, for instance, about the "strong sense of cohesion and unity" which accompanies the Soviet preference for "elbow-feeding" - side-by-side cooperation - where westerners look for "elbow-room". Against this, there is chapter and verse for many less pleasant features of Soviet life.

"The riddles in Russia's past remain as provocatively intriguing as ever. Henri Troyat's biography sheds no new light on 'the Sphinx of the North'. Alexander I was impulsive, gut-ridden, well-intentioned, muddled. He wanders ineffectually through these readable pages, torn between the attractions of western enlightenment and the ill-perceived realities of unwieldy empire. He alternately charms and infuriates friends, allies and subjects. The discontented mutter and hope, but revolution is a century away."

The question of just why revolution came at last, and why it did not come a decade sooner, looms over the other two books. The foundations of today's USSR were laid in The Age of Modernisation and Revolution, as "Russia's entry into the ranks of industrial powers faced her, at one and the same time, with all the problems she had inherited from an earlier stage of her history as well as those that industrialization itself was creating". Even as "a regime which lacked wisdom, steadiness and firm control" was being undermined by the forces of economic and political change, so the future

rulers and their system were being moulded by the struggle. Conceivably Witte or Stolypin might have revolutionized Russia from above, if either had been given proper backing; but on inadequate autocrat and unwieldy institutions were too much for them. Hans Rogger, showing formidable grasp of his vast subject, is inclined to be pessimistic: Tsarism was doomed. 1917 was, sooner or later, inevitable. He sets the scene with rich detail and shrewd comment, but deliberately underplays the drama itself and the roles of its leading characters.

The drama and its players are precisely the aspects that stand out most clearly in Martin McCauley's compact selection of documents and sources. Here, in their own words, are Stolypin and Lenin, Milukov, Guchkov, Kerensky and a host of lesser actors manoeuvring around poor, dim Tsar Nicholas. Here are any number of dramatic moments and ominous wranglings given sharp meaning by our knowledge of impending cataclysm. Martin McCauley has an experienced and efficient way with documentary collections; as well as some unfamiliar observers he throws in useful statistics and lists. Octoberists to Bolsheviks has just the sharpness of focus that Professor Rogger's larger book lacks, though it is not concerned with direct discussion of the key questions. It presents a system at work, and not always (despite Nicholas) working badly. The system fell at last because Russians wanted freedom; and when they won it, they speedily lost it again. Back to riddle, mystery, enigma, once more.

Tom Corle

Wars apart

Miners Against Fascism: Wales and the Spanish Civil War. By Hywel Francis. Lawrence and Wishart £4.95. 85315 577 1.

The International Brigades who fought for the Spanish Republic against Franco are now "Thirties legend. In this touching book, Hywel Francis examines under the microscope part of that legend: the Welsh mining valleys' contribution, one of the largest, to the British battalion of those International Brigades.

Deeply and learnedly rooted in the history of South Welsh political activism between the wars, and drawing on many interviews with survivors of those times (33 Welsh volunteers died in Spain), Mr Francis's study preserves from oblivion evidence of much exemplary courage and idealism.

European Armies and the Conduct of War. By Hew Strachan. George Allen and Unwin £15.00. 0 04 940069 X. £6.95. 940070 3.

Hew Strachan has, with this essay in the theory and practice of war, bitten off tremendous chunks of history; but has also, considering the comparative brevity of his book, chewed them exceedingly thoroughly. With campaigns ranging in time from Blenheim to Operation Barbarossa, he shows how the leading military powers successively modified their plans and doctrines of war in the light of (usually disastrous) experience. The result is a

book of highly concentrated commentary and argument: it abounds in arresting facts and insights - for instance (when the author momentarily abandons Europe for America) that the civilian Lincoln, in grass that the North's only hope of crushing the Confederacy lay in utilising its industrial supremacy to menace it (in the president's own words) "with superior forces at different points, at the same time" showed a flair for strategic assessment that considerably anticipated his generals' tardy appreciation of the war's overall realities.

The Decadent Dilemma. By R K R Thornton. Edward Arnold £19.50. 0 7131 6372 0.

Nobody could be more intimately at home with decadence than the author of this book. I trust he will not misconstrue this remark: it is meant as a high compliment - one thoroughly deserved by his erudite and penetrating survey. "Decadent" is not, perhaps, any more satisfactory as a collective label for the writers and artists scrutinized here than other such thought-saving appellations tend to be; but Dr Thornton is extremely adroit in educating the assonances of mood, tone and matter that do, in many ways, bond them - and link them to their European (especially French) analogues.

His extended commentaries on the poetry of those three key figures, Ernest Dowson, Arthur Symonds and Lionel Johnson (Celtic/Catholic/Classical is his formula for the last) give his study impressive substance; and my only regret is his omission for comment of one of Johnson's most haunting (because of its comparative restraint) lyrics, "The Precept of Silence". However, in a volume of modest length, Dr Thornton includes an extraordinary amount; and his book is as rewarding as it is enjoyable.

Martin Fagg

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1. *Chlorophyll a* and *Chlorophyll b* were determined by the method of Arar and Collins (1971). The concentration of chlorophylls was expressed as $\mu\text{g mL}^{-1}$ of the sample.

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an advantage.

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(11 - 18 mixed)
comprehensive, (343)
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Teacher of Physics, grade 1,
to take the subject to Ox-
bridge Entry Standard.
Candidates may be ex-
pected to offer help with
science teaching in other
years.

Temporary appointments for one year in the first instance.

Application forms and details (see) from the Head of the school. Closing date 6 April 1984. (52943)

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ST13 6EU
(13 - 18)
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Application forms obtainable from and returnable to the Head Teacher at the School (S.A.O.).

MIDDULPH HIGH SCHOOL
Conway Road, Knyppesley,
Stoke on Trent ST8 7AR

Required for September.

Application forms obtainable from and returnable to the Head-teacher at the School S.A.S.I.

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All applicants are asked to note that it is the Council's view that it is desirable for their employees to be members of the appropriate Trade Unions.

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HERTFORDSHIRE

TECHNICAL COLLEGE

LECTURER I IN PHOTOGRAPHY

Applications are invited for the post of Lecturer I in Photography to teach on the following courses:

1. **Photography** (1 year course)

2. **Photography** (2 year course)

3. **Photography** (3 year course)

4. **Photography** (4 year course)

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101. **Photography** (101 year course)

102. **Photography** (102 year course)

LEEDS

CITY COUNCIL

LECTURER I IN PHOTOGRAPHY

Applications are invited for the post of Lecturer I in Photography to teach on the following courses:

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30. **Photography** (30 year course)

MISCELLANEOUS continued

HOUNSLOW
LONDON HOUNSLOW OF
ETHNIC MINORITIES
RECREATION OFFICER
501 E9.087 £10,287
inclusive

An Ethnic Minorities
Recreation Officer is re-
quired to assist the Coun-
cil in pursuing a policy of
promoting equal opportu-
nities in recreation for the
ethnic minorities in
Hounslow.

The Recreation Officer's
main task will be to con-
centrate on the develop-
ment and encouragement
of participation in sports
and recreational activities.
It is envisaged that much
of the work will be multi-
cultural in approach and
will involve working with
a wide variety of agencies.
It is expected that a
significant amount of work
in the area of work in the
ethnic groups will be for
Asian women.

Applicants for this de-
manding new post should
have suitable qualifications
in recreation management
or a related area.

Application forms from
the Director of Recreation,
Hounslow Council, 400 High
Road, Hounslow, Middx.
TW4 5JF. Tel: 01-81 7128, Ext. 3113.
Closing date: 15th May
1984.

**AN EQUAL OPPORTUNITY
EMPLOYER.** 660000

Outdoor Education

**ADMINISTRATOR RE-
QUIRED** for Outdoor Pur-
suits Centre, Hounslow,
Middlesex. The Centre is
located in a beautiful
area, and offers a wide
range of outdoor activities.
The successful candidate
will be responsible for the
day-to-day running of the
Centre, and will be re-
quired to have experience
in the management of
staff and resources.

BUCKINGHAMSHIRE
MILTON KEYNES AREA
SIXTH FORM TEACHER
Required for April/May/June
See under 'Secondary' P.E.
660000

CUMBRIA
EXPERIENCED OUTDOOR
INSTRUCTORS
Required for April/May/June
See under 'Secondary' P.E.
660000

**EXPERIENCED OUTDOOR
INSTRUCTORS** for a
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**MINERVA OUTDOOR VEN-
TURES** specialists in
outdoor education. We
offer a wide range of
outdoor activities, and
are looking for experienced
instructors to join our
team. For details, please
contact us on 01-235 7077.

NORTH YORKSHIRE
NORTH YORKSHIRE
EDUCATION
Groups up to 40. Fully re-
sidential. Personal and
social development. For
details, please contact us
on 01-235 7077.

**HUMBERSIDE COUNTY
COUNCIL**
Middle Head Outdoor Pursuits Centre,
Stape, Pickering, N. Yorkshire YO18 8QL
(G.R. SH803927)

Four temporary instructors required
May-September prior to permanent
appointments being advertised.
Wage £100 per week plus accommodation
In the first instance, a curriculum vitae
should be forwarded to the Head of Centre
at the above address to be received by the
14th April, 1984.
Interviews: 24th/25th April.

Main activities: Climbing, Orienteering,
Canoeing, Hill Walking and Field Studies
with students 12-23 years.

SUMMER SCHOOLS SPORTS AND OUTDOOR ACTIVITIES

TEMPORARY MANAGERS
PGL provides a vast range
of active residential holidays
during the summer months.
We are looking for temporary
managers to operate the pro-
gramme, motivate the staff and
care for the guests.

Full details and application
form from Gill Hinton, PGL,
PGL House, 100 High Road,
Stoke Newington, London SE16
6JN. Tel: 01-851 7451.

SUMMER TEACHING JOBS
In the USA! American chil-
dren's summer camps de-
sperately need sports in-
structors and teachers. Full
details and application form
from Gill Hinton, PGL,
PGL House, 100 High Road,
Stoke Newington, London SE16
6JN. Tel: 01-851 7451.

SURREY
SUMMER CAMP DIRECTOR
AND ASSISTANT DIRECTOR
Required for a 4-15 year old
day camp for 4-15 year old
children. Full details and
application form from Gill
Hinton, PGL, PGL House,
100 High Road, Stoke New-
ington, London SE16 6JN.
Tel: 01-851 7451.

**AN EQUAL OPPORTUNITY
EMPLOYER.** 660000

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Canoeing, Hill Walking and Field Studies
with students 12-23 years.

FULL AND PART-TIME TEACHING POSITIONS

TEACHING POSITIONS
Full and part-time teach-
ing positions available in
the following schools:
1. St. Mary's, London
2. St. John's, London
3. St. Peter's, London
4. St. Paul's, London
5. St. James's, London
6. St. George's, London
7. St. Andrew's, London
8. St. David's, London
9. St. Elizabeth's, London
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